

DOCUMENT RESUME

ED 261 536

FL 015 195

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TITLE A Review of Current Literature on English as a Second Language. Part C Research Agenda.
INSTITUTION InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Rosslyn, VA.
SPONS AGENCY Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE Mar 85
CONTRACT 300-84-0166
NOTE 116p.; For related documents, see FL 015 196 and 199.
AVAILABLE FROM National Clearinghouse for Bilingual Education, 1555 Wilson Boulevard, Suite 600, Rosslyn, VA 22209.
PUB TYPE Reference Materials - Bibliographies (131)
EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Annotated Bibliographies; *Classroom Techniques; *Course Organization; Curriculum Design; Databases; Educational Strategies; Elementary Secondary Education; *English (Second Language); *Instructional Materials; Language Research; Learning Theories; *Second Language Learning

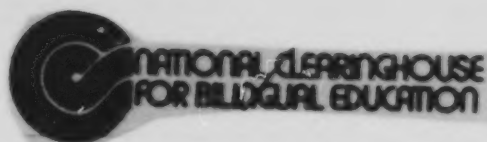
ABSTRACT

An annotated bibliography of 224 items drawn from the literature on instruction in English as a second language (ESL) includes citations from bibliographic databases (Educational Resources Information Center, Bilingual Education Bibliographic Abstracts, Bilingual Research On-Line, and Microcomputer Courseware Resource On-Line), professional journals, and other publications in the field. The items are listed in four categories: ESL instructional approaches, ESL curriculum organization, ESL instructional materials, and language learning theories. The items were selected according to criteria of applicability to K-12 education, current use of the approach in ESL classrooms in the United States, inclusion of the approach in ESL teacher training curricula, and relevance to current language learning theory. The citations contain information about the title, author, source, publication date, publication type, length, target grade levels, approach, theory, item content, student characteristics addressed, teacher requirement for use, skill or concept addressed, and proficiency level targeted. (MSE)

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A REVIEW OF CURRENT LITERATURE
ON ENGLISH AS A SECOND LANGUAGE

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This document was prepared for the Office of Bilingual Education and Minority Languages Affairs, and the Department of Education for the ESEA Title VII Part C Bilingual Education Research Agenda. This report does not necessarily represent positions or policies of the U.S. Government. The activities of the Part C Bilingual Research Agenda are coordinated by Gilbert N. Garcia and funded through the Office of Bilingual Education and Minority Language Affairs, Carol Pendas Whitten, Director.

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Contract Number: 300840166

A REVIEW OF CURRENT LITERATURE
ON ENGLISH AS A SECOND LANGUAGE

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TABLE OF CONTENTS

	<u>Page</u>
Introduction	1
Bibliography of ESL Instructional Approaches	9
Bibliography of ESL Organizational Patterns	47
Bibliography of ESL Instructional Materials	65
Bibliography of Language Learning Theories	91

LIST OF TABLES

<u>Table</u>		<u>Page</u>
1	ESLIT Database Data Entry Form	5
2	ESLIT Database Sample Printout	8

INTRODUCTION

Overview

A bibliography of literature on English as a second language (ESL) was prepared as part of the "Review, Summary, and Synthesis of Literature on English as a Second Language," under Contract Number 300-84-0166 for the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

The major tasks to be accomplished in this study are the following:

- Conduct a literature search on ESL instructional approaches, organizational patterns, materials, and language learning theories.
- Review and summarize literature identified through search.
- Prepare a narrative synthesis addressing educational policy issues.

The products resulting from this study will be a report containing an annotated bibliography of literature on ESL, a report summarizing the literature according to the characteristics of the information contained in each document, and a report synthesizing the information summarized and addressing educational policy issues for different age and grade levels of students receiving ESL instruction in public schools.

Policy issues to be discussed in the final report are the following:

- a. instructional approaches used in ESL settings;
- b. educational benefits of instructional approaches identified in (a);
- c. language learning theories supporting instructional approaches identified in (a);

- d. organizational patterns followed in ESL instruction;
- e. circumstances under which organizational patterns are used;
- f. interaction of classroom composition and organizational patterns and its effect on second language learning within ESL setting;
- g. influence of cognitive, social, and affective learning styles on the acquisition of English in ESL settings;
- h. circumstances under which native language and culture are used in conjunction with ESL instruction;
- i. effects of student characteristics on second language learning in ESL settings; and
- j. appropriateness and compatibility of instructional materials for each of the various instructional approaches used in ESL settings.

Purpose

The purpose of this report are to describe the process used to develop the annotated bibliography of ESL literature and to present the bibliographic citations divided into four major areas affecting the teaching and learning of ESL in grades K-12. The four areas are:

- ESL Instructional Approaches
- ESL Organizational Patterns
- ESL Instructional Materials
- Language Learning Theories Supporting Instructional Approaches

Organization

The organization of this report includes introductory information describing the literature searches conducted to identify current documents related to ESL instruction and programs, the selection process employed to

meet the project requirements of a bibliography to contain not more than 250 documents, and the development of a database to capture the significant information contained in the citations selected.

Following the introductory information, each of the four sections of the bibliography are presented separately. Each section is prefaced by a description of the selection and development process utilized for the area searched: instructional approaches, organizational patterns, instructional materials, and language learning theories. After each preface, bibliographic citations are listed, arranged in alphabetical order by author.

The Literature Search

The first major task of the study was to conduct a search of the literature on ESL. Literature searches of each area encompassed two phases. In the first, databases specializing in language learning issues and practices were searched for relevant documents. In the second phase, a manual search was conducted of recent professional journals and publications in the field of second language acquisition, learning, teaching, and organization in order to capture important recent information not yet accessed in bibliographic databases such as Educational Resources Information Center (ERIC), Bilingual Education Bibliographic Abstracts (BEBA), Bilingual Research On-Line (BROL), and Microcomputer Courseware Resource On-Line (MICRO).

In the first phase, an initial database search was conducted for the four areas described above. Because the objective of the study was to describe

the current situation of ESL in public schools, the search was limited to publications from 1978 to the present. Documents excluded were those relating specifically to English as a foreign language in other countries, English for foreign university students in the United States, ESL in adult and vocational education, and English for special purposes. This initial search of computerized databases produced 1601 citations, and abstracts of an additional 35 documents were identified by manual search of recent journals and publications.

In order to conform to the pre-established parameter of not more than 250 documents to be cited in the annotated bibliography, selection criteria to narrow the number of documents to those of greatest utility were developed and received. Selection criteria for each of the four areas are included in the introductions for each area. After evaluation of the 1636 documents, 336 were found to meet these initial selection criteria.

Abstracts of the 336 documents selected were sent to two ESL specialists, Dr. Sarah Hudelson and Dr. Carole Urzua, for review and further selection. These two consultants were asked to undertake the following tasks:

- Develop additional selection criteria for the bibliography;
- Select not more than 200 documents from the 336 reviewed;
- Suggest additional documents not included in the 336 abstracts received.

The documents selected by each consultant were compared, duplications were eliminated, and the two lists were consolidated to form the body of literature for the first step in establishing the ESL.

Following this initial step, the consultants' suggestions for 27 additional documents and 43 more documents discovered through the ongoing manual search were aggregated. These documents were added to the already established bibliography list forming a total set of 224 documents.

Development of the ESLIT Database

The other major tasks of this study are to summarize the literature according to the characteristics of the information base, and to synthesize the literature according to the interaction of instructional approaches with: student characteristics; compatibility of instructional materials; influences of cognitive, social, and affective learning styles; interaction of classroom composition and organizational patterns; language learning theories supporting instructional approaches; and other variables affecting ESL instruction and learning.

In order to facilitate the identification of these relationships, a database rather than a traditional bibliography was developed to allow for searching of specific types of information within each document in the bibliography. A database containing not only bibliographic information, but also specific information about approach, theory, organizational pattern, type of material, student characteristics, teacher requirements, and information type, will facilitate the efficient preparation of both the Literature Summary and the Literature Synthesis. In addition, preparation of a database format and inputting of information, while initially time consuming, is more cost effective than word processing as well as being more versatile. Table 1 shows the data entry form designed for the documents in the bibliography. The information from each citation or

TABLE 1
ESLIT DATABASE DATA ENTRY FORM

AR (ESLIT NUMBER):		ESL LITERATURE REVIEW BIBLIOGRAPHY	
TI (TITLE):			
AU (AUTHOR):			
AV (AVAILABILITY):			
PR (PUBLICATION DATE):		IT (INFORMATION TYPE):	
PT (TYPE OF MATERIAL):		AP (APPROACH):	
☐ Article ☐ Audiotape ☐ Basal Series ☐ CBI ☐ Curriculum ☐ Reader ☐ Report ☐ Software ☐ Supplementary Material ☐ Videotape ☐ [Other:]		☐ Applied Research ☐ Information from Practice ☐ Theoretical Research ☐ [Other:]	
WT (NOTES):		TR (THEORY):	
☐ Personal Interview Pages ☐ Personal Communication ☐ [Other:]		☐ [Cognitive] ☐ [Biological-Neurological] ☐ [Creative Construction] ☐ [Developmental Interdependence] ☐ [Metacognitive] ☐ [Motivational Transfer] ☐ [Other:]	
GL (GRADE LEVEL):		☐ [Social-Affective] ☐ [Acculturation] ☐ [Communicative Competence] ☐ [Discourse Analysis] ☐ [Optimal Distance] ☐ [Sociolinguistic] ☐ [Other:]	
☐ K-3 ☐ 4-6 ☐ 7-12 ☐ Adult ☐ Unspecified		☐ [Linguistic] ☐ [Acquisition Order] ☐ [Contrastive Analysis] ☐ [Error Analysis] ☐ [Interference] ☐ [Interlanguage] ☐ [Other:]	
AB (ABSTRACT):			
OP (ORGANIZATIONAL PATTERN):		TR (TEACHER REQUIREMENTS):	
☐ Bilingual ☐ BILT ☐ Immersion ☐ Pull-out ☐ [Other:]		☐ B.A. in B.E. ☐ M.A. in B.E. ☐ B.A. in ESL ☐ M.A. in ESL ☐ Elem/Sec. Certification ☐ ESL Certification	
SC (STUDENT CHARACTERISTICS):		SK (SKILL/CONCEPT):	
☐ LI-Ethnicity ☐ Arabic ☐ Cambodian ☐ French ☐ German ☐ Haitian Creole ☐ Lao ☐ Portuguese ☐ Spanish (Cuban) ☐ Spanish (Mexican American) ☐ Spanish (Puerto Rican) ☐ Spanish (Other) ☐ Vietnamese ☐ [Other:]		☐ Listening ☐ Reading ☐ Speaking ☐ Writing ☐ Vocabulary ☐ Grammar ☐ [Content/Other:]	
☐ [Other Characteristics] ☐ SES ☐ [Learning Style] ☐ Homogeneous Class ☐ Mixed Class ☐ Years ☐ Schooling in LI ☐ [Other:]		PL (PROFICIENCY LEVEL):	
☐ Unspecified		☐ Beginning ☐ Intermediate ☐ Advanced ☐ Unspecified	
		SR (SOURCE NUMBER):	
		DT (ENTRY DATE):	

abstract entered on the data entry form was input into the computer for storage and retrieval. Table 2 shows a sample database printout of the various fields containing information about the citation. Although most of the field descriptors are self-explanatory, clarification is provided for the following:

- **ESLIT (acronym for ESL Literature) Number:** An internal identification number that indicates whether the citation refers to an approach (AP), an organizational pattern (OR), instructional materials (MA), or a language learning theory (TH).
- **INFORMATION TYPE:** Indicates whether the information results from Theoretical Research, Applied Research, Information from Practice, or other type of information.
- **STUDENT CHARACTERISTICS:** Any information about student characteristics included in the citation.
- **TEACHER REQUIREMENTS:** Any information about certification, non-English language proficiency, and other requirements included in the citation.
- **SKILL/CONCEPT:** Language and/or content areas addressed.
- **PROFICIENCY LEVEL:** beginning, intermediate, or advanced level of English proficiency.
- **DATE:** Date of completion or updating of data entry form.

In addition to the documents produced through the database and manual searches, the ESLIT database will also accomodate information gained from interviews with practitioners, researchers, and teacher trainers. Thus the analysis of the information obtained about current practices in ESL for limited English proficient (LEP) students in grades K-12 in public schools in the United States will not only be facilitated by will also be more precise in revealing relationships and discrepancies.

TABLE 2
ESLIT DATABASE SAMPLE PRINTOUT

08/23/84 14:01

ESL LITERATURE REVIEW BIBLIOGRAPHY

PAGE 1

ESLIT NUMBER - DR0001
 TITLE - English-as-a-Second Language. ECIA Chapter
 1. Evaluation Report, 1982-83.
 AUTHOR - Sullivan, Francis D.
 AVAILABILITY - Cleveland Public Schools, OH. Dept. of
 Research and Analysis. (BB521747)
 PUBLICATION DATE - 1983
 TYPE OF MATERIAL - Report
 DESCRIPTIVE NOTES - 15 Pages
 GRADE LEVEL - K-3/4-6
 INFORMATION TYPE - Applied Research
 APPROACH - Audiolingual
 THEORY - Unspecified
 ABSTRACT - This report describes a pull-out model in
 which small groups of students are given
 additional reading, language, and
 acculturation instruction in a separate
 classroom with audiolingual equipment.
 STUDENT CHARACTERISTICS - Immigrant Newly Arrived
 TEACHER REQUIREMENTS - Inservice training
 SKILL/CONCEPT - Listening/Reading/Speaking/Vocabulary/
 Acculturation
 PROFICIENCY LEVEL - Beginning
 SOURCE BEBA/ERIC NUMBER - ED237618
 DATE - 08/23/84

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Bibliography of ESL Instructional Approaches

BIBLIOGRAPHY OF ESL INSTRUCTIONAL APPROACHES

A search of computer databases provided a total of 536 citations on the topic of ESL instructional approaches, or methodologies for teaching ESL, and additional abstracts were identified by manual search. The following selection criteria were applied to the information contained in each citation or abstract:

1. Is the approach relevant to the needs of language minority school children in the United States in grades K-12?

Any approaches limited to adult ESL or to teaching ESL as a foreign language in other countries were rejected.

2. Is the approach currently used in ESL classrooms?

Approaches of mainly historical interest were rejected. In cases in which the citation did not provide information about current use of an approach, the citation was included pending examination of the document itself.

3. Is the approach included in ESL methodology courses at major ESL training institutions?

Approaches considered inappropriate for school age populations by bilingual and ESL teacher trainers interviewed were rejected unless they were found to be in current use in classrooms. An example of such an approach is the audiolingual method, which was not advocated by the teacher trainers interviewed but is still currently practiced in a number of school districts. This criterion will continue to be applied to the documents reviewed as additional information from teacher trainer interviews is obtained.

4. Is the approach based on current language learning theories?

In many cases the citations did not provide information about language learning theories. In these cases, the application of this selection criterion was postponed until the complete document could be consulted.

As a result of the selection process, 93 citations on ESL instructional approaches were sent to the panel of consultants for review and additional selection.

The following additional selection criteria were used by the consultants:

- Is each major approach represented by at least one citation?
- Is the approach based on a consistent set of assumptions about language and learning?
- Does evidence exist for effectiveness of the approach from either sound assumptions or empirical evidence?

To the citations selected by the consultants were added their suggestions of additional documents and others found by manual search in current professional journals and publications, for a total of 71 bibliographic citations. The Bibliography of ESL Instructional Approaches, arranged alphabetically by author, appears on the following pages.

AN: AP0034
TI: Applied Psychology in the Junior High School: Teaching ESL
Communicative Skills to Twelve-to-Fourteen-Year-Olds
AU: Adams-Smith, Diana E.
AV: EDRS PO 190, Arlington, VA
YR: 1978
PT: Paper
NT: 19 p.
GL: 7-12
IT: Theoretical Research
AP: Humanistic
TH: Developmental/Psychological
AB: Boy and girls in the early years of adolescence can best learn English as a second language (ESL) communicative skills if the instructor has an understanding of the main characteristics of early adolescence and an appreciation of the teaching techniques best adapted to them. Characteristics which should be taken into account when designing an ESL course include the following: (1) extreme swings of mood, emotional unbalance, and quickness to take offense when none is intended; (2) painful shyness and self-consciousness; (3) a need to conform and be accepted by the group; (4) the striving for independence; and (5) the search for identity. Many of these characteristics are especially pronounced in students in ESL classes who have been uprooted from their own cultures.
PL: Unspecified
SN: BE002613
DT: 09/05/84

AN: AP0014
TI: Subject-related ESL: An Experiment in Communication Language Teaching
AU: Allen, J.P.B./Howard, Joan
AV: Canadian Modern Language Review, v37 n3 p535-550 Mar 1981
YR: 1984
PT: Article
NT: 16 p.
GL: 7-12
IT: Theoretical Research
AP: Content-Based/Notional/Functional
TH: Communicative Competence
AB: A material development project for teaching communication subject-related English as a second language (ESL) is described. ESL modules were designed for 9th and 10th graders based on material from a Canadian studies program. The modules combined conceptual and language learning in a series of activities designed to develop subject-related communication skills. This development includes grammar, vocabulary, functional features of language related to the subject area, content information, concept development, and specialized skills such as map and chart preparation. The materials also provide exercises in reading comprehension, language use, information transfer, and guided writing and note taking. Examples are provided of each type of exercise. By linking the structural elements of second language learning with other subject areas, the ESL modules demonstrate the practical purpose of the language.
SC: Canadian
SK: Listening/Reading/Speaking/Writing/Vocabulary/Grammar/Content/

Language Functions/Note Taking

PL: Unspecified

SN: BE007776

DT: 09/03/84

AN: AP0064

TI: Importance of Interaction in Classroom Language Learning

AU: Allwright, R.L.

AV: Applied Linguistics, v5 n2 p156-171 1984

YR: 1984

PT: Article

NT: 16 p.

GL: Unspecified

IT: Theoretical Research

AP: Communicative

TH: Discourse Analysis/Sociolinguistic/Psychological

AB: Argues that in order for lessons to take place, classroom interaction has to be managed by all present, not just by the teacher. Through the joint management of teaching language learning takes place.

SK: Speaking

PL: Unspecified

SN: none

DT: 09/07/84

AN: AP0090

TI: Learning Another Language through Actions: The Complete Teacher's Guidebook

AU: Asher, James J.

AV: Sky Oaks Production, Inc., Los Gatos, CA

YR: 1982

PT: Book

NT: 147 p.

GL: K-3/4-6/Adult

IT: Theoretical Research

AP: Total Physical Response

TH: Biological-Neurological

AB: This is a complete guidebook to teaching the Total Physical Response Approach.

SK: Listening/Reading/Speaking/Writing

PL: Beginning

DT: 10/16/84

AN: AP0037

TI: Teaching the Non-English-Speaking Child: Grades K-2. Language in Education: Theory and Practice, No. 45.

AU: Ashworth, Mary/Wakefield, Patricia

AV: EDRS, PO 190, Arlington VA

YR: 1982

PT: Article

NT: 59 p.

GL: K-3

IT: Information from Practice

AP: Language Experience/Total Physical Response/Audiolingual

TH: Unspecified

AB: Many teachers not trained in English as a second language (ESL)

often feel at a disadvantage when they are working with children whose first language is not English. This book addresses this disadvantage by giving practical information and teaching aids. Oral fluency, reading, and writing acquisition are discussed and activities are proposed for the basic skills of listening, speaking, reading, and writing. Ways of fostering concept development are described and an outline of facts relating language learning to concept development, along with suggested applications is provided. Finally, a number of lesson plans are given as models and six steps are suggested for bridging the gap from ESL to the regular curriculum.

SK: Listening/Reading/Speaking/Writing
PL: Beginning
SN: ED217699
DT: 09/03/84

AN: AP0026
TI: Creative ESL Composition for the Bilingual Indian Student
AU: Bartelt, M. Guillermo
AV: Journal of American Indian Education, v19 n3 p8-10 May 1980
YR: 1980
PT: Article
NT: 3 p.
GL: Unspecified
IT: Theoretical Research
AP: Generative
TH: Generative Grammar
AB: The behavioral and creative approaches to teaching English as a second language (ESL) methods are based on behavioral notions of second language acquisition. The behavioral approach involves the use of a model paragraph which bilingual students are expected to imitate in their own compositions. In contrast, the cognitive orientation of the generative rhetoric approach emphasizes the innate creative language abilities of the student. The generative approach is preferable for bilingual Indian students, as the behavioral approach fails to make use of their innate language competence.

SC: Native American
SK: Writing
PL: Unspecified
SN: BE004500
DT: 09/05/84

AN: AP0042
TI: Notions from the Field of Reading As They Apply to TESOL.
AU: Beatty, Ross.
AV: ITL Review Of Applied Linguistics, v56 p11-28 1982.
YR: 1982
PT: Article
NT: 18 p.
GL: Unspecified
IT: Theoretical Research
AP: Unspecified
TH: Developmental/Transfer
AB: During the past few years research in teaching English to speakers of other languages (TESOL) has indicated that reading is as important a skill as understanding, speaking, and writing.

This article applies research notions from the field of native language reading instruction to TESOL by way of a taxonomy consisting of the following elements: (1) reading readiness (2) language development, including syntactic, morphological, and semantic development (3) word recognition skills (4) oral reading skills (5) cognitive and affective comprehension (6) locational skills (i.e. alphabetizing skills), using guide words in a reference, and (7) the ability to match reading rate to type of material.

SK: Reading/Vocabulary
PL: Unspecified
SN: BE011208
DT: 09/03/84

AN: AP0096
TI: Teaching English as a Second or Foreign Language
AU: Celce-Murcia, Marianne/McIntosh, Lois.
AV: Newbury House Publishers, Inc., Rowley, MA
YR: 1979
PT: Book
NT: 389 p.
GL: Unspecified
IT: Theoretical Research
AP: Communicative/Various
TH: Unspecified
AB: This is a compilation of articles by researchers and practitioners who offer a variety of methods and approaches for the ESL teacher.
SK: Listening/Reading/Speaking/Writing/Vocabulary/Grammar
PL: Unspecified
SN: BE003686
DT: 10/18/84

AN: AP0105
TI: Using Learning Strategies to Develop Skills in English as a Second Language
AU: Chamot, Anna Uhl/O'Malley, J. Michael
AV: Focus, National Clearinghouse for Bilingual Education n16, Sep 1984
YR: 1984
PT: Applied Research
NT: 7 p.
GL: 7-12
IT: Applied Research
AP: Learning Strategies
TH: Cognitive
AB: This paper reviews the literature on research into application of learning strategies, then describes a study undertaken by the authors to show the effectiveness of a learning strategies approach to teaching listening and speaking.
OP: HILT
SK: Listening/Speaking/Writing
PL: Intermediate
SN: None
DT: 01/02/85

AN: AP0016
 TI: Role of Literature in the Teaching of English as a Second Language or Dialect.
 AU: Charlesworth, Roberta A.
 AV: English Quarterly, v11 n2 p157-77 Sum 1978.
 YR: 1978
 PT: Article
 NT: 21 p.
 GL: K-3/4-6
 IT: Information from Practice
 AP: Content-Based
 TH: Unspecified
 AB: Literature should be an integral part of programs that teach English as a second language by considering six reasons for studying poetry in language classes. Illustrates those reasons with poetic works from around the world.
 SK: Reading/Literature/Poetry
 PL: Unspecified
 SN: EJ192216
 DT: 09/03/84

AN: AP0019
 TI: Teaching a Second Language to Indochinese Refugees When No Program Exists.
 AU: Deem, James M./Marshall, W.J.
 AV: Journal of Reading, v23 n7 p601-05 Apr 1980.
 YR: 1980
 PT: Article
 NT: 5 p.
 GL: Unspecified
 IT: Information from Practice
 AP: Language Experience
 TH: Unspecified
 AB: Discusses some of the inherent problems of teaching Indochinese refugees in schools without ESL (English as a Second Language) programs. Considers the strengths and weaknesses of using the (Language Experience Approach) with Indochinese refugees.
 SC: Indochinese/Refugees
 SK: Reading
 PL: Unspecified
 SN: EJ227593
 DT: 09/03/84

AN: AP0017
 TI: Reading Instruction for the Language Minority Child
 AU: Degler, Lois Sauer
 AV: EDRS, PD 190, Arlington, VA
 YR: 1979
 PT: Article
 NT: 15 p.
 GL: K-3/4-6
 IT: Information from Practice
 AP: Language Experience
 TH: Unspecified
 AB: In Nashville, Tennessee, there are children representing 24 different non-English language groups. While teachers need to learn about the students' culture, children should be developing

oral English first. An adoption of the Language Experience Approach may be helpful. A directed reading activity procedure is useful with a basal approach since many concepts and grammatical patterns in basals are rather difficult and will need explaining. A decoding approach to reading instructions for nonnative speaking children is not recommended initially. A survival reading curriculum is important since the child will need to read many out-of-school materials. When evaluating oral reading the teacher must be careful not to confuse native language interference with decoding errors.

SK: Reading
PL: Beginning
SN: ED186876
DT: 09/03/84

AN: AP0107
TI: Bilingual Immersion Program Handbook. Native Language Cognitive Development Component
AU: Department for Curriculum and Staff Development, El Paso Independent School District
AV: El Paso Independent School District
YR: 1984
PT: Curriculum
NT: 88
GL: 4-6
IT: Applied Research
AP: Language Experience/Notional/Functional/Whole Language Approach
TH: Developmental/Communicative Competence/Sociolinguistic
AB: This Native Language Cognitive Development (NLCD) portion of a program that includes English Language Arts and content area instruction in English, focuses on the whole child in order to develop critical thinking and communication skills.
OP: Bilingual/Immersion
SC: Spanish
TR: Insertive Training
SK: Listening/Reading/Speaking/Writing/Vocabulary
PL: Beginning/Intermediate/Advanced
DT: 02/13/85

AN: AP0108
TI: Bilingual Immersion Program Handbook. English Language Arts Component
AU: Department for Curriculum and Staff Development, El Paso Independent School District.
AV: El Paso Independent School District.
YR: 1984
PT: Curriculum
NT: 177 Pages
GL: 4-6
IT: Applied Research
AP: Language Experience/Natural/Total Physical Response/Whole Language Approach
TH: Developmental/Monitor
AB: This component is independent of but complementary to the Native Language Cognitive Development portion of this Bilingual Immersion Program. It is a comprehension-central program that encourages development of thinking in a stress free environment

responsive to the varying stages of development and modes of learning.

OP: Bilingual/Immersion
SC: Spanish
SK: Listening/Reading/Speaking/Writing
PL: Beginning/Intermediate/Advanced
DT: 02/19/85

AN: AP0029
TI: From Literature to Discourse: Interaction with Texts in the
ESL/EFL Classroom
AU: Di Pietro, Robert J.
AV: Canadian Modern Language Review v40 n1 p44-50 Oct 1983
YR: 1983
PT: Article
NT: 7 p.
GL: Adult
IT: Theoretical Research
AP: Communicative/Strategic Interaction
TH: Discourse Analysis/Sociolinguistic
AB: Proposes using literary texts as written records of natural
discourse to be used to generate verbal interaction among
students.
SK: Listening/Reading/Speaking/Writing
PL: Unspecified
DT: 09/05/84

AN: AP0081
TI: Open-ended Scenario: A New Approach to Conversation
AU: Di Pietro, Robert J.
AV: TESOL Quarterly, v16 n1 15-20 Mar 1982
YR: 1982
PT: Article
NT: 6 p.
GL: Unspecified
IT: Theoretical Research
AP: Strategic Interaction
TH: Discourse Analysis/Sociolinguistic
AB: This article examines how conversation can be taught via the
strategic interactional approach.
SK: Speaking
PL: Unspecified
SN: None
DT: 10/15/84

AN: AP0080
TI: Discourse and Real-Life Roles in the ESL Classroom
AU: Di Pietro, Robert J.
AV: TESOL Quarterly, v15 n1 27-33 Mar 1981
YR: 1981
PT: Article
NT: 7 p.
GL: Unspecified
IT: Theoretical Research
AP: Strategic Interaction
TH: Discourse Analysis/Sociolinguistic

AB: This article gives an overview of the Strategic Interaction Approach.
SK: Listening/Speaking/Reading/Writing
PL: Unspecified
SN: None
DT: 10/15/84

AN: AP0045
TI: Applying the Monitor Model to the Editing of Compositions.
AU: Dicker, Susan J.
AV: EDRS, PO 190, Arlington Va
YR: 1981
PT: Article
NT: 17 p.
GL: 7-12/Adult
IT: Theoretical Research
AP: Self-Evaluation
TH: Monitor Model
AB: An approach to promote student editing of their own compositions, to be used in intermediate English as a second language classes, is discussed. It is suggested that before teachers can expect students to apply a rule to their writing, they must ascertain that the students know how to apply it correctly in a discrete-point task. Then, it is necessary to bring the rule out into the students' consciousness (and, perhaps, convince them of the importance of applying the rule to their own writing). The teacher can elicit the rule by asking the student to state the rule and write it down for future reference, and by stating the rule directly. Editing of compositions by students at the end of a writing session may make the actual writing process easier for the student. The editing time could be divided into two sessions, the first for improving communicative accuracy and the second for improving grammatical accuracy.
SK: Writing
PL: Unspecified
SN: ED209925
DT: 09/03/84

AN: AP0025
TI: Teaching Conversation Skills in ESL
AU: Eckard, Ronald D./Kearny, Mary Ann
AV: Center for Applied Linguistics, Washington, DC
YR: 1982
PT: Article
NT: 55 p.
GL: Unspecified
IT: Theoretical Research
AP: Communicative
TH: Discourse Analysis
AB: Approaches for teaching English as a second language students and the ability to converse naturally with native speakers are discussed. Discourse analysis can provide many clues to the skills second language learners need to converse with native speakers. Pre-conversational activities such as directed listening provide transition for those who wish to move from a teacher centered approach to a group centered approach

emphasizing conversation as a classroom activity.

SK: Speaking
PL: Unspecified
SN: BE009959
DT: 09/05/84

AN: AP0063
TI: Help for the Reading Teacher: Dealing with the Limited English Proficient (LEP) Child in the Elementary Classroom.
AU: Feeley, Joan T.
AV: The Reading Teacher, v36 n7 p650-55 1983
YR: 1983
PT: Article
NT: 6 p.
GL: K-3/4-6
IT: Theoretical Research
AP: Language Experience
TH: Unspecified
AB: When working with LEP children who have been mainstreamed into heterogeneous elementary school classrooms, teachers must first help students build up a store of knowledge about English. It is not necessary to wait until they can speak English fluently before introducing reading and writing. First reading materials should be the first oral dialogues learned and LEA stories developed through real classroom experiences.
OP: Mainstreaming
SK: Listening/Reading/Speaking/Writing
PL: Beginning
SN: None
DT: 09/07/84

AN: AP0007
TI: Functional Language Objectives in a Competency Based ESL Curriculum
AU: Findley, Charles A./Nathan, Lynn A.
AV: TESOL Quarterly, v14 n2 p221-231
YR: 1980
PT: Article
NT: 11 p.
GL: Unspecified
IT: Theoretical Research
AP: Notional/Functional/Criterion-Referenced
TH: Unspecified
AB: Mandated accountability achieved through measurable performance objectives, and stress on functional language use rather than purely structural or grammatical instruction are two colateral movements having direct influence on English as a second language (ESL) instruction at all levels. Six basic language functions, identified by the Council of Europe for threshold level performance, can be transformed into measurable performance objectives for use in a criterion referenced, competency based curriculum. Needs assessment, identification of objectives, training procedures, and evaluation procedures are four stages in the development of competency based education in ESL.
PL: Beginning
SN: BE006020

DT: 09/03/84

AN: AP0070
TI: Confluent Design for Language Teaching
AU: Galyean, Beverly
AV: TESOL Quarterly, v11 no2 p143-156 1977
YR: 1977
PT: Article
NT: 12 p.
GL: Unspecified
IT: Theoretical Research
AP: Confluent
TH: Communicative Competence/Affective
AB: Teaching for the 3 goals of self reflection, interpersonal dialog, and skills mastery is confluent language education. This article reviews the processes involved in the approach and reviews empirical research studies that indicate that students taught by this approach score higher on tests of communicative competence.
PL: Unspecified
SN: None
DT: 09/10/84

AN: AP0038
TI: Reading in the Bilingual Classroom: Literacy and Biliteracy.
AU: Goodman, Kenneth.
AV: NCBE, Arlington, VA
YR: 1979
PT: Article
NT: 51 p.
GL: K-3/4-6/7-12
IT: Theoretical Research
AP: Unspecified
TH: Sociolinguistic
AB: The developments of literacy in multilingual countries must be based on understanding of linguistic realities in specific locations and must be in tune with political, economic, and cultural realities. The range of possibilities in the school's responses to bilingual or multilingual realities and the kind of literacy program each alternative requires are presented. The series of alternatives focuses on maintenance, transitional, and English as a second language programs. Three common assumptions that have dominated curricular suggestions in bilingual literacy programs are discussed, and the range of ways to attend to reading issues in schools with bilingual pupils are examined. Teaching methods, instructional materials, and program evaluation for reading instruction in a bilingual, biliterate curriculum are covered.
OP: Bilingual
SK: Reading
PL: Unspecified
SN: ED181725
DT: 09/03/84

AN: AP0047
TI: Comparison of Bilingual Oral Language and Reading Skills among

Limited English-Speaking Students from Spanish-Speaking
Backgrounds

AU: Gunther, Vicki
AV: Northwestern University
YR: 1979
PT: Dissertation
NT: 246 p.
GL: K-3/4-6
IT: Applied Research
AP: Concurrent/Native Language Approach/Direct Method
TH: Interdependence/Contrastive Analysis
AB: Two hypotheses were tested regarding the acquisition of oral language and reading skills among limited-English speakers. The first related to performance differences among groups based on the following instructional approaches: (1) native language approach with initial reading instruction in Spanish, (2) concurrent approach with reading instruction in Spanish and English, and (3) direct method with reading instruction exclusively in English. The second hypothesis related to the identification of sociological, instructional, and linguistic variables associated with the acquisition of skills.
SC: Spanish/Bilingual/Sex
SK: Reading/Speaking
PL: Unspecified
SN: BE003525
DT: 09/03/84

AN: AP0002
TI: Suggestopedia: An Update for Second Language Teaching.
AU: Hammerman, Myrna Lynn.
AV: EDRS, PO 190, Arlington, VA
YR: 1979
PT: Article
NT: 34 p.
GL: Unspecified
IT: Information from Practice
AP: Suggestopedia
TH: Unspecified
AB: The suggestopedic technique of second language instruction is sketched. Recent efforts to adopt the technique in parts of the American West are reviewed. It is concluded that although suggestopedia is complicated and hard to implement, it nonetheless has some promising aspects which still require more empirical evidence over an extended period of time to establish whether the benefits are worth the effort.
PL: Unspecified
SN: ED181740
DT: 08/29/84

AN: AP0001
TI: Suggestopedia to SALT and a New Awareness in Education.
AU: Herr, Kay U.
AV: EDRS, PO 190, Arlington VA
YR: 1978
PT: Article
NT: 20 p.
GL: K-3/4-6/7-12/Adult

IT: Information from Practice
AP: Suggestopedia
TH: Unspecified
AB: SALT, suggestive-accelerative learning and teaching, is the Americanized version of pedagogy developed in Bulgaria. This document applies the method to ESL classes. The teacher uses formalized relaxation techniques along with both direct and indirect suggestion such as body language to lessen physical tension, create a positive, relaxed atmosphere and enhance student learning.
PL: Unspecified
SN: ED159909
DT: 08/29/84

AN: AP0109
TI: Letting Children Talk
AU: Hewlett-Gomez, Michele
AV: TESOL Newsletter, Vol. XVIII, No. 5, October 1984.
YR: 1984
PT: Article
NT: 2 Pages
GL: Unspecified
IT: Applied Research
AP: Natural
TH: Developmental/Monitor Model/Communicative Competence/
Sociolinguistic
AB: The author examines ways that three areas (teachers as a Language Model, teacher talk and student talk) can be used to encourage children to speak more in the ESL classroom.
SC: Unspecified
SK: Speaking
PL: Unspecified
DT: 02/20/85

AN: AP0039
TI: Content Area Instruction for Students with Limited English Proficiency
AU: Illinois State Board of Education
AV: EDRS, PO 190, Arlington VA
YR: 1979
PT: Article
NT: 47 p.
GL: K-3/4-6/7-12
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: This handbook for teachers of Asian immigrants at the elementary and secondary level presents in a straight forward manner, in outline form, information of use to teachers who must work with limited-English-speaking children from an Asian cultural background. Methodology and specific strategies for teaching English as a second language (ESL) are outlined.
SC: Asian American/Immigrant
SK: Vocabulary/Content
PL: Unspecified
SN: ED192590
DT: 09/03/84

AN: AP0012
 TI: Intersentential Codeswitching: An Educationally Justifiable Strategy
 AU: Jacobson, Rodolfo
 AV: EDRS, PO 190, Arlington, VA
 YR: 1983
 PT: Article
 NT: 29 p.
 GL: K-3/4-6
 IT: Applied Research
 AP: Concurrent/Conventional/Structural
 TH: Discourse Analysis
 AB: The language separation approach to bilingual teaching is compared to three kinds of language alternation approaches, "flipflopping," "concurrent translation," and the "New Concurrent Approach" (NCA). The approaches are categorized as conventional, unstructured, and structured, respectively. The effectiveness of the NCA is compared favorably to the other approaches in terms of San Antonio's Title VII demonstration project in bilingual methodology. Five NCA class segments are analyzed with special emphasis on description of corpus, teacher talk, and student talk. Transcriptions of teacher-student dialogs are included. The discussion stresses that through sufficiently long speech samples in each language the child develops the languages simultaneously. This is demonstrated by the grammaticality of almost all child responses.
 OP: Bilingual
 SC: Spanish (Mexican American)/Spanish
 SK: Speaking
 PL: Unspecified
 SN: ED231221
 DT: 09/03/84

AN: AP0072
 TI: Implementation of a Bilingual Instruction Model: The NEW Concurrent Approach.
 AU: Jacobson, Rodolfo
 AV: In Ethnoperspectives in Bilingual Education Research: Bilingual Education Technology, Raymond V. Padilla, ed.
 YR: 1981
 PT: Article
 NT: 16 p.
 GL: K-3/4-6
 IT: Theoretical Research
 AP: Concurrent
 TH: Sociolinguistic/Code-Switching
 AB: This paper describes the author's work done in a South Texas school district. This specifies and describes the components of the concurrent approach and reviews evidence for the effectiveness of its use.
 OP: Bilingual
 PL: Beginning/Intermediate
 SN: None
 DT: 09/10/84

AN: AP0041
 TI: Mechanical, Meaningful, and Communicative Framework for ESL

Sentence Combining Exercises.

AU: Kameen, Patrick T.
AV: TESOL Quarterly, v12 n4 p395-401 Dec 1978
YR: 1978
PT: Article
NT: 7 p.
GL: Unspecified
IT: Theoretical Research
AP: Sentence Combining/Communicative
TH: Unspecified
AB: Discusses the theoretical foundation for sentence combining exercises for intermediate and advanced students in English as a second language (ESL) composition classes. A description is given of a three-stage sequencing of exercises, each successive stage corresponding to a less-controlled level within Paulston's framework of mechanical meaningful, and communicative exercises.
SK: Writing/Grammar
PL: Intermediate/Advanced
SN: EJ192633
DT: 09/03/84

AN: AP0082
TI: Discourse Analysis and Second Language Teaching
AU: Kramsch, Claire J.
AV: Center for Applied Linguistics, Washington, D.C.
YR: 1981
PT: Book
NT: 97 p.
GL: 7-12/Adult
IT: Theoretical Research
AP: Communicative
TH: Discourse Analysis/Sociolinguistic
AB: This book describes classroom discourse and offers applications of discourse analysis to classroom activities. Sections include "developing conversational readiness," "learning conversational management", debates and discussions". Examples from English speakers learning French and German are provided.
SK: Listening/Speaking
PL: Unspecified
SN: BE009995
DT: 10/15/84

AN: AP0074
TI: Natural Approach: Language Acquisition in the Classroom.
AU: Krashen, Stephen D./Terrell, Tracy D.
AV: Alemany Press, Hayward, CA
YR: 1983
PT: Book
NT: 191 p.
GL: Unspecified
IT: Theoretical Research
AP: Natural
TH: Monitor Model/Acquisition Order
AB: This book serves as an introduction to the Monitor Theory and as a handbook for instructors who wish to use a communication-based approach in the classroom.
PL: Unspecified

SN: None
DT: 09/10/84

AN: AP0020
TI: Teaching Reading and Writing to Limited and Non-English Speakers
in Secondary Schools.
AU: Levenson, Stanley.
AV: English Journal, v68 n8 p38-42 Nov 1979.
YR: 1979
PT: Article
NT: 5 p.
GL: 7-12
IT: Theoretical Research
AP: Language Experience/Audiovisual/Individualized/Small Group
TH: Unspecified
AB: The problems of teaching reading and writing to
non-English-speaking and limited-English-speaking students at
the secondary level are numerous. One promising method of
instilling these skills, however, is the language experience
approach to teaching. This approach takes advantage of the
variation in students' native language and English speaking
abilities and can be used at any level of the instructional
spectrum. Students are encouraged to express themselves
verbally, or through creative projects, using their native
language and vocabulary. Teachers record the student's stories,
feelings, and personal experiences for later use as beginning
reading materials. Language skills development continues in
whatever language is most comfortable for the student, preparing
the way for writing skills to develop. Multisensory activities
continue to reinforce reading and writing skills, and small
groups are formed as needed for remedial work in comprehension,
vocabulary, and spelling.
SK: Reading/Writing/Vocabulary/Science/Social Studies/Math/Spelling
PL: Unspecified
SN: BE001883
DT: 09/03/84

AN: AP0091
TI: Discourse Analysis in the Reading Class
AU: Lezberg, Amy/Hilferty, Ann
AV: TESOL Quarterly, v12 n1 47-55 Mar 1978
YR: 1978
PT: Article
NT: 8 p.
GL: 7-12
IT: Theoretical Research
AP: Communicative
TH: Discourse Analysis/Sociolinguistic
AB: This paper describes specific applications of discourse analysis
as a tool for the teacher and for the student. Discourse
analysis is particularly applicable in refining teacher/student
interaction, in teaching the ability to participate in
discourse, and in analyzing discourse in writing.
SK: Reading/Speaking/Writing
PL: Intermediate/Advanced
SN: None
DT: 10/17/84

AN: AP0030
TI: Communicative Language Teaching
AU: Littlewood, William
AV: Cambridge University Press, Cambridge, England
YR: 1981
PT: Book
NT: 108 p.
GL: Unspecified
IT: Theoretical Research
AP: Communicative
TH: Unspecified
AB: Gives guidelines for communicative activities, functional communicative activities, listening activities, and the communicative approach.
SK: Listening/Speaking
PL: Unspecified
DT: 09/05/84

AN: AP0044
TI: Analysing And Counteracting Interference Errors
AU: Lott, David
AV: ELT Journal, v37 n3 p566-261 Jul 1983
YR: 1983
PT: Article
NT: 6 p.
GL: Unspecified
IT: Applied Research
AP: Cognitive-Code/Guided Discovery
TH: Transfer/Contrastive Analysis/Error Analysis/Interference/Interlanguage
AB: Since researchers commonly attribute about 50 percent of errors to interference, it is recommended that teachers concentrate initially on interference errors. Research with Italian-Speaking students of English indicated that certain methods are useful in combatting these types of errors. Since overextension of analogy errors are a result of shared features between an item in the native language and one in the target language, exercises were designed to help the Italian students see distinguishing factors in both languages more easily. To counteract transfer of structure errors, caused by a contrast of rules in the native and target languages, teachers made direct comparisons to Italian, pointed out unacceptable constructions, asked students to suggest alternatives, and helped them develop hypotheses to explain the differences.
SC: Italian
PL: Unspecified
SN: BE013479
DT: 09/03/84

AN: AP0052
TI: Reading in-a-Second Language: Hypothesis, Organization, and Practice
AU: Mackay, Ronald, ed./Barkman, Bruce, ed./Jordan, R.R., ed.
AV: Newbury House Publishers, Inc. Rowley, MS
YR: 1979
PT: Book
NT: 208 p.

GL: Unspecified
IT: Theoretical Research
AP: Various
TH: Unspecified
AB: This volume examines how language, in particular the reading skill, is learned and looks at the material and techniques that encourage this learning process. An overview of current thought and practice in the teaching of reading in ESL is provided.
SK: Reading
PL: Unspecified
SN: BE003556
DT: 09/03/84

AN: AP0043
TI: Reading Skills for Basic Literacy.
AU: McGee, Donna.
AV: TESL Talk, v9 n1 p53-8 1978
YR: 1978
PT: Article
NT: 6 p.
GL: K-3/4-6/7-12
IT: Information from Practice
AP: Sight Method/Literacy
TH: Unspecified
AB: Some English as a second language students are not literate in their own language and require special instruction. Teaching procedures and activities are outlined for reinforcing the following reading skills: phonetic analysis, structural analysis, sight words, use of context clues, and comprehension.
SK: Reading
PL: Unspecified
SN: EJ179309
DT: 09/03/84

AN: AP0018
TI: Towards Independent Oral and Written Performance. CATESOL Occasional Papers, No. 4.
AU: Meeker, Sharon K.
AV: EDRS, PO 190. Arlington, VA
YR: 1978
PT: Article
NT: 7 p.
GL: Unspecified
IT: Information from Practice
AP: Language Experience
TH: Communicative Competence
AB: This paper describes a technique for opportunity to talk on a regular basis. The four steps involved in the technique include: eliciting questions; small groups or pairs of students asking and answering questions; writing only the answers in a paragraph, like a story; and formal reading or speaking of corrected papers by students.
SK: Listening/Reading/Speaking/Writing/Vocabulary/Grammar
PL: Beginning
SN: ED165495
DT: 09/03/84

AN: AP0035
 TI: Teaching the Speaking Skill
 AU: Mockridge-Fong, Susan
 AV: In Teaching English as a Second or Foreign Language, Newbury House Publishers, Inc., Rowley, MS
 YR: 1979
 PT: Article
 NT: 11 p.
 GL: Unspecified
 IT: Theoretical Research
 AP: Communicative
 TH: Communicative Competence
 AB: A review of recent literature on the problem of teaching speaking skills in English as a second language (ESL) classes indicated increasing concern that students are not learning to communicate effectively in English. Many articles stress the need for greater emphasis on contextualization, early integration of receptive and productive skills and student experimentation in language use. In order for students to learn communicative skills the amount of speaking the teacher does should be minimal and student-student interaction should be increased.
 SK: Speaking
 PL: Unspecified
 SN: BE003690
 DT: 09/05/84

AN: AP0013
 TI: Relating Language and Content Teaching
 AU: Mohan, Bernard A.
 AV: TESOL Quarterly, v13 n2 p171-182 Jun 1979
 YR: 1979
 PT: Article
 NT: 12 p.
 GL: K-3/4-6/7-12
 IT: Theoretical Research
 AP: Content-Based
 TH: Developmental/Discourse Analysis
 AB: Three cases of the relation between language teaching and content teaching are considered: (1) language teaching by content teaching, where there is a question of whether communication is automatically achieved; (2) language teaching content teaching, where there is difficulty in the combined gradation of language content; and (3) language teaching for content teaching, where there is a problem of unifying the approaches of English for special purposes, study skills, and reading in the content areas.
 SK: Listening/Reading/Speaking/Content
 PL: Unspecified
 SN: BE003050
 DT: 09/03/84

AN: AP0021
 TI: Bridging the Gap Between the ESL Curriculum and the Reading Curriculum in the Elementary School
 AU: Moustafa, Margaret
 AV: EDRS, P0 190, Arlington VA

YR: 1978
PT: Article
NT: 8 p.
GL: K-3/4-6
IT: Theoretical Research
AP: Language Experience/Bridge English
TH: Unspecified
AB: The basic classroom reading program and the English as second language (ESL) program in the elementary school are related, yet a gap exists between them. It is suggested that the gap can be bridged through bilingual education, with an individualized Language Experience Approach, or by a process called Bridge English. In the Bridge English approach, the ESL professional actively collaborates with the classroom teacher to restructure what is taught in ESL classes to meet the individual needs of a specific reader. The language of the target text in basal reading is analyzed and oral language lessons based on this text are developed in order to make this language meaningful to the child.
OP: Bilingual
SK: Reading/Speaking/Vocabulary
PL: Unspecified
SN: BE002019
DT: 09/03/84

AN: AP0033
TI: Identification of the Components Requisite for the Teaching of English to Primary School Navajo Students: Guidelines for English as a Second Language
AU: Murphy, Barbara J.
AV: University Microfilms International, Ann Arbor, MI.
YR: 1978
PT: Dissertation
NT: 161 p.
GL: K-3/4-6/7-12
IT: Applied Research
AP: Unspecified
TH: Unspecified
AB: This study explores the implications of recent research in second language (L2) learning for the teaching of English as a second language (ESL) to Navajo children.
OP: Bilingual
SC: Native American (Navajo)
PL: Unspecified
SN: BE002272
DT: 09/05/84

AN: AP0022
TI: Second Language Reading and Testing in Bilingual Education.
AU: Murphy, Barbara
AV: TESOL Quarterly, v14 n2 p189-197 1980.
YR: 1980
PT: Article
NT: 9 p.
GL: K-3/4-6
IT: Applied Research
AP: Language Experience

TH: Unspecified
AB: Realist assumptions based on research in language acquisition and the reading process are cited to provide guidelines for teaching English as a second language (ESL) in bilingual elementary school settings. The guidelines stress the need for experiences in the second language which allow students to think in the language, and offer viable criteria for assessing progress without the use of standardized tests for English-speaking students. A 25-item bibliography and an annotated list of language experience approaches for teachers interested in examining such program are included.

OP: Bilingual
SK: Reading
PL: Unspecified
SN: BE006018
DT: 09/03/84

AN: AP0087
TI: Communicative Language Teaching: A New Metaphor
AU: Nattinger, James R.
AV: TESOL Quarterly, v18 n3 391-407 Sep 1984
YR: 1984
PT: Article
NT: 16 P.
GL: Unspecified
IT: Theoretical Research
AP: Communicative
TH: Communicative Competence
AB: This article describes communicative language teaching and how it guides classroom practice.
SK: Listening/Reading/Speaking/Writing
PL: Unspecified
SN: None
DT: 10/16/84

AN: AP0050
TI: Transformational Linguistics, Cognitive Psychology, and Teaching English as-a-Second Language
AU: Ney, James W.
AV: Cross Currents, v9 n1 p43-54 Spr 1982
YR: 1982
PT: Article
NT: 10 p.
GL: Unspecified
IT: Theoretical Research
AP: Community Language Learning/Audiolingual/Cognitive-Code/Grammar-Translation/Individualized/Direct Method
TH: Transformational Grammar
AB: Research in the transformational theories of language learning indicates that certain properties of natural language learning cannot be accounted for solely by conditioning. Yet most transformational theorists do allow for some conditioning. This suggests that an approach to language learning can combine the principal features of the direct method and the audiolingual method with those of the grammar translation method. Another response to the development of transformational theory includes the formulation of the cognitive code-learning theory for

teaching foreign languages.

PL: Unspecified

SN: BE012064

DT: 09/03/84

AN: AP0086

TI: Methodology in Transition: The New Focus on Proficiency

AU: Omaggio, Alice C.

AV: Modern Language Journal, v67 n4 330-341 1983

YR: 1983

PT: Article

NT: 12 p.

GL: Unspecified

IT: Theoretical Research

AP: Proficiency-Based/Communicative Competence

TH: Communicative/Sociolinguistic/Affective

AB: This article proposes the use of language proficiency as an organizing principle in developing curricula and identifies key elements in the ACTFL proficiency descriptions that relate to language teaching. It compares methods and approaches in terms of those elements and offers suggestions.

PL: Unspecified

SN: None

DT: 10/16/84

AN: AP0106

TI: Boston Public Schools English-as-a-Second Language. Curriculum Objectives Pilot Version 1984-1985.

AU: Parker, Robert C.

AV: Boston Public Schools. Boston, MA.

YR: 1985

PT: Curriculum

NT: 31 Pages

GL: K-3/4-6/7-12

IT: Applied Research

AP: Language Experience/Natural/Audiolingual/Cognitive-Code

TH: Interdependence/Monitor Model/Acculturation/Communicative Competence/Sociolinguistic

AB: This article presents Boston Public Schools' curriculum for ESL-- including theoretical framework, principles for instruction and class management, criteria for placement and promotion, and goals emphasis of instruction.

TR: ESL Certification/Inservice Training

SK: Listening/Reading/Speaking/Writing/Vocabulary/Grammar/Content

PL: Beginning/Intermediate/Advanced

DT: 02/11/85

AN: AP0051

TI: English as a Second Language

AU: Paulston, Christina Bratt

AV: NEA Order Department, West Haven, CT

YR: 1980

PT: Book

NT: 40 p.

GL: Unspecified

IT: Theoretical Research

AP: Various
TH: Unspecified
AB: Current knowledge about the learning and teaching of English to speakers of other languages (TESOL) is discussed in this study, which deals with practical matters within the classroom rather than with linguistic theory. A historical outline of the major elements of TESOL is presented, with descriptions and comparisons of English as a second language (ESL), English as a foreign language (EFL), bilingual education and English to speakers of other dialects (ESOD). The main part of the text is concerned with the teachers and the subject matter they teach, with the students and what they learn, and with how effectively the entire process is carried out. Methods and techniques for TESOL teaching are described in an analysis of recent literature.
QP: EFL/ESOD
PL: Unspecified
SN: BE003843
DT: 09/03/84

AN: AP0046
TI: Teaching English as a Second Language. Revised Edition.
AU: Politzer, Robert Louis/Politzer, Frieda N.
AV: Robert E. Krieger Publishing Company, Inc., Malabar, FA
YR: 1981
PT: Book
NT: 243 p.
GL: 7-12/Adult
IT: Theoretical Research
AP: Audiolingual
TH: Interference
AB: Guidelines for the teaching of basic English skills to non-English speakers at the high school, university, or adult level are provided, with an emphasis on the application of linguistics.
SK: Speaking/Vocabulary/Grammar/Pronunciation
PL: Unspecified
SN: BE011704
DT: 08/03/84

AN: AP0048
TI: ESL Methodology and Student Language in Bilingual Elementary Schools.
AU: Ramirez, Arnulfo G./Stromquist, Nelly P.
AV: TESOL Quarterly, v13 n2 p145-58 Jun 1979.
YR: 1979
PT: Article
NT: 14 p.
GL: K-3/4-6/7-12
IT: Applied Research
AP: Audiolingual/Cognitive-Code
TH: Unspecified
AB: This study sought to investigate current ESL methodology in bilingual schools in order to identify teaching practices that promote language learning. A group of 18 experienced ESL teachers and their classes were observed across 4 lessons with similar content. Prior to the study, the ESL test for teachers

was administered to all the teachers to measure both their knowledge of applied linguistics and their attitudes toward ESL methodology. The 141 primary-level students observed were pretested and posttested over a 6-month period by 2 measures of language performance; oral comprehension tests of the lesson materials were given as well as the English Grammar Production Subtest of the CERAS Spanish/English Balance Tests. Through content analysis of videotaped teacher lessons, seven teaching behaviors were isolated. Of these behaviors, teaching guided questioning, correcting grammatical errors, and explaining vocabulary were found to influence student growth positively, while a rapid pace and an exaggerated use of modeling were found to produce negative effects. However, modeling was the most frequently used technique among the 18 teachers.

OP: Bilingual
SK: Listening/Grammar
PL: Beginning
SN: BE008915
DT: 09/03/84

AN: AP0097
TI: Theoretically Based Second Language Reading Strategies
AU: Renault, Louise
AV: Monographs in Language and Reading Studies: Reading English as a Second Language: Moving from Theory (Twyford/Diehl/Feathers, eds.)
YR: 1981
PT: Article
NT: 16 p.
GL: K-3/4-6/7-12
IT: Theoretical Research
AP: Cognitive Strategies
TH: Cognitive
AB: This paper presents a series of instructional strategies for reading a second language.
SK: Reading
PL: Unspecified
SN: None
DT: 10/19/84

AN: AP0098
TI: Beginning to Read in English the LEA Way.
AU: Rigg, Pat
AV: Monographs in Language and Reading Studies, Reading English as a Second Language: Moving from Theory (Twyford/Diehl/Feathers, eds.)
YR: 1981
PT: Article
NT: 9 p.
GL: K-3/4-6
IT: Theoretical Research
AP: Language Experience
TH: Cognitive
AB: This article presents ways in which LEA can be used with students who are beginning to read in English as a Second Language.
SK: Reading

PL: Beginning
SN: None
DT: 10/19/84

AN: AP0015
TI: ESL and Reading in the Content Areas: Misconceptions and Assumptions
AU: Riley, James D.
AV: TESL Talk, v9 n2 p22-6 Spr 1978.
YR: 1978
PT: Article
NT: 5 p.
GL: Unspecified
IT: Theoretical Research
AP: Content-Based
TH: Unspecified
AB: Discusses the assumptions underlying content-area reading instruction for native speakers of English, which also apply to students of English as a second language. This includes the need for providing guidance for students acquiring the concepts inherent in the content.
SC: Native Speaker of English
SK: Reading
PL: Unspecified
SN: EJ183566
DT: 09/03/84

AN: AP0095
TI: Practical Guide to the Teaching of English as a Second or Foreign Language
AU: Rivers, Wilga M./Temperley, Mary S.
AV: Oxford University Press, New York, NY
YR: 1978
PT: Book
NT: 399 p.
GL: Unspecified
IT: Theoretical Research
AP: Audiolingual/Structured Interaction
TH: Contrastive Analysis/Error Analysis
AB: This guide covers principles and practice of speaking, listening, reading, and listening for the ESL teacher.
SK: Listening/Reading/Speaking/Writing/
DT: 10/19/84

AN: AP0006
TI: Teaching the Written Language Using a Functional Approach
AU: Sampson, Gloria Paulik
AV: TESL Talk, v11 n2 p38-44
YR: 1980
PT: Article
NT: 7 p.
GL: Unspecified
IT: Theoretical Research
AP: Notional/Functional/Individualized
TH: Unspecified
AB: Individualized reading and writing tasks are suggested for use

in a functional approach to teaching English as a second language. The tasks, each of which has a product, an audience, a functional, and a linguistic focus, are based on students' communicative needs in various situations. Individualization promotes language learning.

SK: Reading/Writing
PL: Unspecified
SN: EJ225556
DT: 09/03/84

AN: AP0085
TI: Initiatives in Communicative Language Teaching
AU: Savignon, Sandra/Berns, Margie S.
AV: Addison-Wesley Publishing Co., Reading MA
YR: 1984
PT: Book
NT: 243 p.
GL: Unspecified
IT: Theoretical Research
AP: Communicative
TH: Communicative Competence/Discourse Analysis/Sociolinguistic
AB: This is a resource book for classroom teachers and program administrators who want to know details of communicative teaching and how goals of communicative teaching are being met. Sections include background, methods and materials, and evaluations.
SK: Reading/Speaking/Writing/Vocabulary/Grammar
PL: Unspecified
SN: None
DT: 10/15/84

AN: AP0084
TI: Communicative Competence: Theory and Classroom Practice
AU: Savignon, Sandra J.
AV: Addison-Wesley Publishing Co., Reading, MA
YR: 1983
PT: Book
NT: 322 P.
GL: Unspecified
IT: Applied Research
AP: Drama/Communicative
TH: Communicative Competence/Discourse Analysis/Sociolinguistic
AB: This book gives background in second language acquisition research that has led to notions of communicative competence. The second half of the book is devoted to describing a curriculum based on theories of communicative competence.
SK: Reading/Speaking/Writing/Vocabulary/Grammar
PL: Unspecified
SN: None
DT: 10/15/84

AN: AP0040
TI: Education of Immigrant Children
AU: Saville-Troike, Muriel
AV: TESL Talk, v9 n2 p3-10 Spr 1978.
YR: 1978

PT: Article
NT: 8 p.
GL: K-3/4-6
IT: Theoretical Research
AP: Unspecified
TH: Unspecified
AB: The complexity of the factors that influence the education of immigrant children are discussed, along with some of the ways in which to respond to the diversity of needs, attitudes, and circumstances with the resources of programs and practices in English as a second language.
OP: Bilingual
SC: Immigrant
PL: Beginning
SN: EJ183562
DT: 09/03/84

AN: AP0009
TI: Socio-Drama for Social Interaction.
AU: Scarcella, Robin C.
AV: TESOL Quarterly, v12 n1, p 41-6
YR: 1978
PT: Article
NT: 6 p.
GL: Unspecified
IT: Theoretical Research
AP: Communicative
TH: Communicative Competence
AB: Socio-drama can be used to develop communication skills for English as a second language students. Students produce new sentences by participating in several enactments, and language use must be restructured according to the social context. Social interaction, a prerequisite for communication, is also promoted.
SK: Listening/Speaking/Social Interaction
PL: Unspecified
SN: EJ177878
DT: 09/03/84

AN: AP0062
TI: Integrated Language Strategy for Second Language Learners.
AU: Searfoss, Lyndon W./Smith, Christine C./Bean, Thomas W.
AV: TESOL Quarterly v15 n4 p383-389 Dec 1981
YR: 1981
PT: Article
NT: 7 p.
GL: Unspecified
IT: Theoretical Research
AP: Content-Based
TH: Unspecified
AB: The Guided Writing Procedure provides instruction and practice in basic communication skills by using oral language as a bridge between reading and writing. It activates students' prior knowledge and provides a framework for the acquisition of new concepts.
SK: Listening/Reading/Speaking/Writing/Vocabulary/Content
PL: Unspecified
SN: None

DT: 09/07/84

AN: AP0073
TI: Teaching and Learning Languages.
AU: Stevick, Earl W.
AV: Cambridge University Press, New York, NY
YR: 1982
PT: Book
NT: 215 p.
GL: Unspecified
IT: Theoretical Research
AP: Audiolingual/Auditory Images
TH: Memory
AB: This is a basic book for beginning teachers. Reviews evidence from studies in memory and applies this to practical suggestions for teaching languages.
PL: Unspecified
SN: None
DT: 09/10/84

AN: AP0053
TI: Teaching Languages: A Way and Ways
AU: Stevick, Earl W.
AV: Newbury House, Rowley, MA
YR: 1980
PT: Book
NT: 304 p.
GL: Unspecified
IT: Theoretical Research
AP: Community Language Learning/Suggestopedia/Total Physical Response/Silent Way
TH: Monitor Model
AB: Reviews Silent Way, CLL, Suggestopedia, Monitor Model, Levertov Machine, and offers own way.
PL: Unspecified
SN: none
DT: 09/10/84

AN: AP0027
TI: Breaking Down the Free Conversation Myth
AU: Taylor, Barry P./Wolfson, Nessa
AV: TESOL Quarterly, v12 n1 p31-9 Mar 1978
YR: 1978
PT: Article
NT: 8 p.
GL: Unspecified
IT: Applied Research
AP: Communicative/Notional/Functional
TH: Communicative Competence
AB: "Directed conversation" involving a functional approach and role playing is recommended for English as a second language classes instead of unstructured conversation groups. The student practices not only syntax and vocabulary but the specific sociolinguistic rules appropriate to the speech situation.
SK: Speaking
PL: Unspecified

SN: EJ177879
DT: 09/05/84

AN: AP0028
TI: Teaching ESL: Incorporating a Communicative Student-Centered Component
AU: Taylor, Barry P
AV: TESOL Quarterly, v17 n1 p69-88 Mar 1983
YR: 1983
PT: Article
NT: 20 p.
GL: Unspecified
IT: Theoretical Research
AP: Communicative
TH: Communicative Competence
AB: Reviews research supporting communicative component in language teaching. Discusses five features of real communication and stresses importance of classroom atmosphere. Outlines principles for creating tasks which promote real communication.
PL: Unspecified
DT: 09/05/84

AN: AP0036
TI: In Search of Real Reality
AU: Taylor, Barry P.
AV: TESOL Quarterly, v16 n1 p29-42 Mar 1982.
YR: 1982
PT: Article
NT: 14 p.
GL: Unspecified
IT: Theoretical Research
AP: Unspecified
TH: Input
AB: A rationale is presented for basing English as a second language (ESL) instruction on the notion of reality. Research indicates that ESL instruction based on genuine communication enhances language acquisition more than grammatical or functional teaching approaches. Both grammatical and functional approaches ignore the fact that language is a behavior which can not be systematized, and both have been unsuccessful in teaching the syntactic structure of language which is understood. Moreover, these methods do not teach students how to use language appropriately. A less structured approach to language teaching is proposed. This new approach is supported by research related to the input hypothesis, the monitor model, and the nature of simple codes.
SK: Grammar
PL: Unspecified
SN: BE010878
DT: 09/05/84

AN: AP0003
TI: Silent Way: Panacea or Pipedream.
AU: Varvel, Terry.
AV: TESOL Quarterly; v13 n4 p483-94 Dec 1979.
YR: 1979

PT: Article
NT: 12 p.
GL: Unspecified
IT: Theoretical Research
AP: Silent Way
TH: Unspecified
AB: Discusses an observation of a class in English as a second language in which the Silent way method was used. The focus is on some problems not thoroughly explored in the existing literature.
PL: Unspecified
SN: EJ214422
DT: 08/29/84

AN: AP0011
TI: TPR-Plus
AU: Vetter, Enid B.
AV: EDRS, PO 190, Arlington, VA
YR: 1983
PT: Article
NT: 12 p.
GL: K-3/4-6/7-12
IT: Theoretical Research
AP: Total Physical Response/Formal English
TH: Unspecified
AB: In recent years progress has been made in facilitating the acquisition of interpersonal English language skills through the use of new approaches such as the Total Physical Response (TPR) method, which is based on the premise that second language learning involves the same stages as those evidenced in first language acquisition. TPR-Plus, an expanded version of the TPR approach, applies TPR not only to acquisition of interpersonal communication, but also to the more formal English of classroom instruction. Based on the abilities and needs of limited English proficiency (LEP) students, the lessons are related to curriculum areas, with the focus on the communicative functions students need in order to succeed in a classroom.
SK: Speaking/Content
PL: Beginning
SN: ED230035
DT: 09/03/84

AN: AP0024
TI: Use and Abuse of Models in the ESL Writing Class
AU: Watson, Cynthia B.
AV: TESOL Quarterly, v16 n1 p5-14 Mar 1982
YR: 1982
PT: Article
NT: 10 p.
GL: Unspecified
IT: Theoretical Research
AP: Communicative
TH: Communicative Competence
AB: English as a second language (ESL) teachers continue to use model passages to teach writing to their students, despite recent criticism that model-based composition teaching focuses on the products, not the process of writing. ESL teachers point

out that models can provide exposure to vocabulary, grammar, sentence structure, rhetorical organization, and stylistic variety to students learning English, if a learner-centered approach is used. This approach stresses communicative achievement rather than correctness.

SK: Writing
PL: Unspecified
SN: BE010877
DT: 09/05/84

AN: AP0010
TI: From Action to English: Reality in the Classroom.
AU: Zuern, Guenther.
AV: TESL Talk; v13 n1 p92-97 Win 1982.
YR: 1982
PT: Article
NT: 6 p.
GL: Unspecified
IT: Theoretical Research
AP: Total Physical Response
TH: Unspecified
AB: Describes use of total physical responses as a teaching strategy in English-as-a-second-language classes. Students act out commands from teacher with no initial emphasis on oral production. This approach makes a lesson more real to students and physically involving them makes for more successful learning.
SK: Speaking
PL: Beginning
SN: EJ258107
DT: 09/03/84

BIBLIOGRAPHY OF ESL ORGANIZATIONAL PATTERNS

A search of computer databases provided a total of 213 citations on the topic of ESL organizational patterns and types of programs found in local school districts. Additional abstracts were identified by manual search. The following selection criteria were applied to the information contained in each citation or abstract:

1. Is the organizational pattern theoretical or has it been implemented in one or more school districts?

Reports on program evaluations seemed a particularly rich source of information on organizational patterns in current use.

2. Does the organizational pattern specify what student, teacher, and community characteristics it is designed to serve?

Although in some cases this information was included in the citation, in many cases it was not. In these cases, the application of this selection criterion was postponed until the complete document could be consulted.

3. Are staffing needs required by a particular organizational pattern indicated?

Little information about staffing patterns appeared in the citations. As the complete documents are reviewed and as additional information is obtained from interviews with local school districts and Bilingual Education Multifunctional Support Centers, this criterion will be applied.

As a result of the selection process, 40 citations on ESL organizational patterns were sent to the panel of consultants for review and additional selection.

The following additional selection criterion was used by the consultants:

- Does the report cited give sufficient attention to a description of the organizational patterns, or does it only provide statistical data and test results?

To the citations selected by the consultants were added their suggestions of additional documents and others found by manual search in current professional journals and publications, for a total of 25 bibliographic citations. The Bibliography of ESL Organizational Patterns, arranged alphabetically by author, appears on the following pages.

AN: OR0040
 TI: Integrated Bilingual Curriculum Model
 AU: Brisk, Maria/Wurzel, Jaime
 AV: NABE Journal, v3 n2 39-51 1979
 YR: 1979
 PT: Article
 NT: 12 p.
 GL: K-3
 IT: Theoretical Research
 AP: Unspecified
 TH: Cognitive/Acculturation/Attitude
 AB: This paper offers an integrated curriculum model for bilingual education at the kindergarten level. It offers a framework based on research in language learning attitudes, bilingualism, and cognition.
 OP: Bilingual
 PL: Unspecified
 SN: BE002073
 DT: 10/18/84

AN: OR0042
 TI: Case Studies in Bilingual Education
 AU: California State Department of Education, Office of Bilingual Bicultural Education
 AV: California State Department of Education, Office of Bilingual Bicultural Education
 YR: 1984
 PT: Article
 NT: 6 p.
 GL: K-3/4-6
 IT: Applied Research
 AP: Unspecified
 TH: Unspecified
 AB: With the goal of promoting proficiency in English language and academic skills for LEP students, the authors, in conjunction with California school personnel and parents, are carrying out a series of case studies.
 OP: Bilingual/Transfer Curriculum/Sheltered Classes
 SC: Spanish
 TR: B.A. in B.E.
 PL: Beginning/Intermediate/Advanced
 DT: 02/19/85

AN: OR0008
 TI: Implications of Structured Immersion for the ESL Elementary Curriculum.
 AU: Chamot, Anna Uhl.
 AV: EDRS, PD 190, Arlington VA
 YR: 1983
 PT: Article
 NT: 22 p.
 GL: K-3/4-6
 IT: Theoretical Research
 AP: Unspecified
 TH: Transfer/Input
 AB: Structured immersion, or transfer instruction, is proposed as a bridging program between English as a second language or

bilingual programs and the all-English medium classroom. The theoretical background underlying the transfer of knowledge and skills from a child's first language to English is reviewed. A model for transfer instruction designed to help children transfer to English the concepts and skills they have acquired in their first language is described. Finally, applications of the transfer instruction curriculum model to content subjects and to the teaching of study skills and learning strategies are discussed, and suggestions for simplification of instructional materials are presented.

QP: Bilingual/Immersion/Structured Transfer
SK: Content
PL: Unspecified
SN: ED230038
DT: 09/04/84

AN: DR0041
TI: How To Plan a Transfer Curriculum From Bilingual to Mainstream Instruction
AU: Chamot, Anna Uhl
AV: National Clearinghouse for Bilingual Education, Arlington, VA
YR: 1983
PT: Article
NT: 7 p.
GL: K-3/4-6
IT: Theoretical Research
AP: Unspecified
TH: Interdependence/Transfer
A3: The transferability of conceptual knowledge from children's first language (L1) to their second language (L2) is the main theoretical assumption of bilingual education. This paper presents some of the research background underlying transfer of cognitive academic skills acquired in one language to equivalent skills in another language, and then proposes an elementary curriculum model for transferring these skills from L1 to L2. Finally, some practical applications for transferring basic skills from a child's home language to English in the elementary school content areas of reading and language arts, Math, Science, and Social Studies are suggested.
DP: Bilingual/Mainstreaming
SC: Listening/Reading/Speaking/Writing/Vocabulary/Grammar/Content
PL: Beginning
SN: BE013722
DT: 09/02/84

AN: DR0021
TI: Learning in Two Languages: Ten Local Bilingual Programs
AU: Deluca, Sally/Swartzloff, Jane
AV: National Clearinghouse for Bilingual Education, Arlington, VA
YR: 1984
PT: Article
NT: 11 p./FOCUS Series, n13
GL: K-3/4-6/7-12/Adult
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: This is a compilation of ten reports that describe local

bilingual education programs, Title VII and non-Title VII-funded.

OP: Bilingual/Immersion/Pull-out/Tutorial
PL: Unspecified
SN: None
DT: 10/15/84

AN: DR0007

TI: Pennsylvania Guide to Bilingual and English as a Second Language Education: University and Resource Training Programs and K-12 Instructional Programs

AU: Ebel, Carolyn, ed./Dash, Janice/Blanck, Carol

AV: BESL Center, Lancaster-Lebanon Intermediate Unit 13

YR: 1980

PT: Report

NT: 40 p.

GL: K-3/4-6/7-12/Adult

IT: Program Description

AP: Unspecified

TH: Unspecified

AB: This guide presents information on university and resource training programs, K-12 instructional programs, and resource centers for bilingual and English as a second language (ESL) education. The 15 kindergarten through grade 12 bilingual and ESL programs contain information on school district, contact person staffing, number of students involved, grade levels, language groups, and provide program objectives and descriptions. Unit 13, contains textbooks, handouts, and audiovisual materials and equipment for use by bilingual teachers and school personnel. The materials cover most areas of bilingual education, with the handout addressing five specific areas: (1) the BESL Center, (2) bibliographies, (3) language and culture of the Vietnamese, Puerto Ricans, and other Asians and Hispanics, (4) language and culture of the Pennsylvania Germans, (5) curriculum, (6) instructional tips, (7) programs and materials for bilingual education, and (8) BESL reporters.

OP: Bilingual
SC: Asian/Spanish
TR: Bilingual
PL: Unspecified
SN: BE004454
DT: 09/04/84

AN: DR0006

TI: Methods of Organizing Individualized ESL Instruction

AU: Helgesen, Marc E.

AV: TESL Talk, v14 n3 p67-76 Sum 1983

YR: 1983

PT: Article

NT: 10 p.

GL: K-3/4-6/7-12

IT: Theoretical Research

AP: Individualized

TH: Unspecified

AB: Discusses grouping as the method by which ESL classes can be individualized, while at the same time serving to encourage

student communication. Identifies three categories of grouping, along with the skill areas for which each is most effective. Also presents four classroom management models and discusses the strengths and weaknesses of each.

OP: Grouping
PL: Unspecified
SN: EJ290013
DT: 09/04/84

AN: OR0025
TI: Inadequacy of English Immersion Education as an Educational Approach for Language Minority Students in the United States
AU: Hernandez-Chavez, Eduardo
AV: Studies on Immersion Education, California State Dept. of Education, Sacramento, CA

YR: 1984
PT: Article
NT: 40 p.
GL: K-3/4-6/7-12
IT: Theoretical Research
AP: Unspecified
TH: Sociolinguistic/Cultural
AB: This article gives an overview of historical approaches to language minority education, current immersion programs in Canada and the U.S, and psycholinguistic and sociolinguistic factors, and offers a view of an ideal immersion program.

OP: Immersion
PL: Unspecified
SN: None
DT: 10/18/84

AN: OR0011
TI: Instructional Models for Spanish/Bilingual Classrooms
AU: Hewlett-Gomez, Michele/Rawson, Anne/Bailey, Mona H./Crosbie, Keith/Arambul, Omar
AV: Office of the State Superintendent of Public Instruction, Olympia, WA

YR: 1980
PT: Article
NT: 37 p.
GL: K-3/4-6/7-12
IT: Theoretical Research
AP: Unspecified
TH: Unspecified
AB: A guide to the development of instructional models for the Spanish-English bilingual classroom is presented for use by teachers and administrators. Determination of student needs, student linguistic classification, curriculum components, classroom models, staffing patterns, and instructional techniques are discussed. A flow chart for instructional models, a list of curriculum material resources, a publisher's list, and a glossary are provided.

OP: Bilingual
SC: Spanish
TR: Bilingual
PL: Unspecified
SN: BE009788

DT: 09/04/84

AN: DR0020
TI: Effects of Program Models on Language Acquisition by Spanish Speaking Children
AU: Legarreta, Dorothy
AV: TESOL Quarterly, v13 n4 p521-534 1979
YR: 1979
PT: Article
NT: 14 p.
GL: K-3
IT: Applied Research
AP: Concurrent
TH: Unspecified
AB: This longitudinal study investigates the effect of five different program models on both acquisition and maintenance of Spanish by native Spanish-speaking kindergarten children. The models are: traditional kindergarten, traditional with daily ESL, bilingual with concurrent translation, bilingual with alternate immersion, bilingual with concurrent translation and daily ESL.
OP: Bilingual/Immersion/Traditional Kindergarten
SC: Spanish
SK: Listening/Speaking
PL: Beginning
SN: None
DT: 09/09/84

AN: DR0005
TI: Early Bilingual Activities. That work!
AU: Mayer, Karen Ann
AV: Curriculum Review, v18 n2 p96-98 May 1979
YR: 1979
PT: Article
NT: 3 p.
GL: K-3
IT: Theoretical Research
AP: Team Teaching/Art/Story Telling
TH: Unspecified
AB: The bilingual program at Columbus school in Norwalk, Connecticut, employs the "bilingual pairing mode" whereby students are taught half the day in English language arts, art, and music by their English-dominant teacher, and the other half in all subject matters by a native Spanish-speaking teacher. The underlying principle of the model is that the Anglo instructor teaches only the concepts and vocabulary that the children already know in their native language. They begin to read formally in English only after they are reading well in Spanish. The program is supplemented with activities successful in developing oral language skills, seven of which are described: (1) acting out stories, (2) using puppets and masks, (3) following daily routines, (4) measuring words, (5) creative drawing, (6) scribble writing, and (7) unit ideas.
OP: Bilingual Pairing Model
SC: Spanish/Bilingual
TR: L1 Proficiency (Spanish)
SK: Speaking

PL: Beginning
SN: BE003039
DT: 09/04/84

AN: OR0012
TI: Immersion and the Language Minority Student Revised Version.
Assistance Center
AU: Met, Myriam
AV: EDRS, PO #190, Arlington VA
YR: 1984
PT: Article
NT: 27 p.
GL: K-3/4-6
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: Immersion as an instructional strategy can be incorporated into existing programs in which language minority students are exposed to content area instruction in English. Some effective components of programs for language minority students are complementary native language conversation during the school day to alleviate stress and promote language pride, rewards for successful communication, limited pressure for linguistic accuracy, and consideration of group cultural and linguistic differences in program design.
OP: Bilingual/Immersion
SC: Immigrant
SK: Content
PL: Unspecified
SN: ED240835
DT: 09/04/84

AN: OR0017
TI: Bilingual Program Project SELL. Final Report.
AU: Neidich, Robert
AV: EDRS, PO 190, Arlington, VA
YR: 1980
PT: Report
NT: 21 p.
GL: 4-6/7-12
IT: Program Evaluation
AP: Role Models
TH: Unspecified
AB: Project SELL (Spanish/English Language Learning) served 344 limited English speaking (LEP) and 40 non-limited English speaking (non-LEP) students from intermediate and junior high schools in Queens, New York. Non-LEP students acted as role models for LEP students to assist in the improvement of English language skills while LEP students acted as role models in Spanish language and culture classes. LEP students who achieved proficiency in English were transferred out of the program while receiving additional academic support services. LEP students were mainstreamed in all subject areas.
OP: Bilingual/Mainstreaming
SC: Spanish/Mixed Class
SK: Listening/Reading/Speaking/Writing/Vocabulary/Grammar/Spanish Language and Culture

PL: Unspecified
SN: ED200698
DT: 09/04/84

AN: OR0015
TI: Project Trabajo and Individual Bilingual Education for Children with Retarded Mental Development. E.S.E.A. Title VII (and) Annual Evaluation
AU: New York City Board of Education
AV: EDRS, PO 190, Arlington, VA
YR: 1981
PT: Report
NT: 45 p.
GL: K-3/4-6/7-12
IT: Program Evaluation
AP: Individualized
TH: Unspecified
AB: Project TRABAJO (an academic and job program) and the Individualized Bilingual Education for Children with Retarded Mental Development are two programs which provide supplementary and instructional support for 150 mildly and moderately mentally retarded New York City school students with limited English proficiency. Project TRABAJO is designed to serve intermediate, junior, and senior high school students, while Chapter 720 serves the same population and elementary school students as well. Both programs encourage staff development, curriculum and materials development, and parental involvement.
OP: Bilingual/Career
SC: Spanish/Learning Disabled
SK: Reading/Speaking/Math
PL: Beginning/Intermediate/Advanced
SN: ED230640
DT: 09/04/84

AN: OR0016
TI: William M. Taft High School Project Adelante. E.S.E.A. Title VII. Final Evaluation Report, 1980-1981.
AU: New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
AV: EDRS, PO 190, Arlington, VA.
YR: 1981
PT: Report
NT: 68 p.
GL: 7-12
IT: Program Evaluation
AP: Unspecified
TH: Unspecified
AB: This report presents a description and the results of evaluation of Project Adelante at William M. Taft High School in New York City during 1980-81. The project, which was funded under Title VII of the Elementary Secondary Education Act, provided instruction in English as a Second Language, Spanish language skills, and bilingual instruction in science, mathematics, and social studies to high school students of limited English Proficiency. Included in the report are descriptions of the ethnic composition, population characteristics, and socioeconomic conditions of the area in which the school is

located; an enumeration of student characteristics; and discussions of program philosophy, organization, funding, goals/objectives, students placement procedures, instructional offerings, curriculum and materials, supportive services, staff development, and parental involvement.

OP: Bilingual
SC: Spanish
SK: Listening/Reading/Speaking/Writing
PL: Unspecified
SN: ED215068
DT: 09/04/84

AN: DR0004
TI: Starting an English-as-a-Second-Language Program
AU: Placer-Barber, Venus/Luna, Rosendo, Jr., ed.
AV: Superintendent of Public Instruction, Washington
YR: 1981
PT: Article
NT: 30 p.
GL: K-3/4-6/7-12
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: Guidelines for implementing English as a second language (ESL) programs are offered. Components of ESL program design include identification of non-English-speaking students, a language assessment instrument, an ESL teacher, and ESL materials. Identification methods, desirable teacher characteristics, approved language assessment tests, and commonly used ESL textbooks are listed. Suggestions are provided for: scheduling and grouping of ESL students at the elementary and secondary levels; ESL instruction in the regular classroom; elementary and secondary lesson plans; listening comprehension, speaking, reading, and writing activities; and mainstreaming criteria.

OP: Mainstreaming
SK: Listening/Reading/Speaking/Writing
PL: Unspecified
SN: BE009779
DT: 09/04/84

AN: DR0019
TI: Evaluation Report for the District 30, Queens, N.Y.
AU: Rex, Buck R.
AV: EDRS, PO 190, Arlington, VA
YR: 1981
PT: Report
NT: 42 p.
GL: K-3/4-6/7-12
IT: Program Evaluation
AP: Unspecified
TH: Unspecified
AB: This is an Evaluation report on a Title VII bilingual program that was conducted in Community School District 30, Queens, in New York City during 1980-81. The report states that the program served pupils of limited English capacity whose native languages were Greek, Chinese, Italian, and Spanish. The program's goals, activities and structure are described, and the

texts used for each language group are listed. Program objectives which are evaluated include progress in oral language proficiency in English, native language proficiency, and mathematics, science, and social studies proficiency.

OP: Bilingual
SC: Chinese/Greek/Spanish/Italian
SK: Speaking/Content/L1 Proficiency
PL: Unspecified
SN: ED206782
DT: 09/04/84

AN: DR0013
TI: Comparative Study of the Effects of Use of a
Diagnostic/Prescriptive Approach Versus a Tutorial Approach to
the Teaching of English to Non-English...
AU: Scudder, Bonnie Elizabeth Todd
AV: University Microfilms International, Ann Arbor, MI
YR: 1979
PT: Dissertation
NT: 229 p.
GL: K-3/4-6
IT: Applied Research
AP: Unspecified
TH: Unspecified
AB: The oral English proficiency and academic achievement of two
groups of non-English-speaking children in grades K-6 were
compared to determine the effects to two English as a second
language (ESL) programs in the Denver, Colorado, public school
system. The first group, containing 187 children, received ESL
instruction from specially trained, experienced, and certified
teachers in the Diagnostic Non-English-Speaking Program (DNESP),
funded under ESEA.
OP: Prescriptive/Tutorial
SC: Spanish
TR: Elem-Sec Certification/ESL Certification
SK: Reading/Speaking
PL: Unspecified
SN: BE005326
DT: 09/04/84

AN: DR0018
TI: South Bronx High School Bilingual Basic Skills Program.
E.S.E.A. Title VII Final Evaluation Report. 1980-81.
AU: Shore, Rima, ed.
AV: New York City Board of Education, Brooklyn, NY
YR: 1981
PT: Report
NT: 117 p.
GL: 7-12
IT: Program Evaluation
AP: Unspecified
TH: Unspecified
AB: This report describes, presents demographic data for, and
evaluates the effectiveness of a bilingual education program for
344 Hispanic students in South Bronx High School, New York. The
program's goals include improvement of students' English and
Spanish language skills, reinforcement of Hispanic cultural

values and knowledge, enhancement of self esteem, and orientation to the culture and values that students confront in the United States. The instructional component of the program stresses early and gradual transition to a mainstream, English language program. This objective is pursued through intensive English as a second language instruction, as well as bilingual classes in science, mathematics, and social studies.

OP: Bilingual/Transitional
SC: Spanish
SK: Listening/Reading/Speaking/Writing/Vocabulary/Grammar/Content
PL: Unspecified
SN: ED218409
DT: 09/04/84

AN: DR0010
TI: How Schools are Helping Kids Who Can't Speak English
AU: Thompson, Margery
AV: American School Board Journal, v167 n4 p35-39 Apr 1980
YR: 1980
PT: Article
NT: 5 p.
GL: K-3/4-6/7-12
IT: Program Description
AP: Unspecified
TH: Unspecified
AB: This article briefly reviews the history of bilingual education in the United States, and describes five programs implemented throughout the country that have managed to accommodate and teach non-English-Speaking Children: (1) the Marshalltown (Iowa) English as a second language (ESL) program; (2) the Muscogee County (Georgia) ESL program; (3) the Fairfax County (Virginia) ESL program; (4) the Boulder (Colorado) transitional program; and (5) the Okaloosa County (Florida) transitional program.

OP: Bilingual
PL: Unspecified
SN: BE003965
DT: 09/04/84

AN: DR0009
TI: English as a Second Language and Bilingual Education
AU: Virginia State Dept. of Education, Richmond
AV: Foreign Language Service, Department of Education, Richmond, VA
YR: 1981
PT: Report
NT: 33 p.
GL: K-3/4-6/7-12
IT: Program Description
AP: Unspecified
TH: Unspecified
AB: Guidelines for the provision of bilingual education and English as a second language (ESL) instruction in Virginia schools are presented. The guidelines address such topics as definition, the law, student identification and placement, student orientation, a tutorial approach to instruction, a cluster approach to instruction, classroom ESL instruction in the students' home school, high intensity language training, bilingual instruction, curriculum, instructional methodology and

teaching materials and resources.
OP: Bilingual/HILT/Cluster/Tutorial
PL: Unspecified
SN: BE010332
DT: 09/04/84

AN: DR0003
TI: Rock Point Community School: An Example of a Navajo-English
Bilingual Elementary School Program
AU: Vorih, Lillian/Rosier, Paul
AV: TESOL Quarterly, v12 n3 p263-269 Sep 1978
YR: 1978
PT: Article
NT: 6 p.
GL: K-3/4-6
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: The paper discusses the details of a Navajo-English bilingual
program: the current bilingual curriculum, the roles of the
Navajo and the English language teachers, the problems of
teacher training and materials development, the effect on the
students' cognitive and affective development, community
participation, and results on standardized tests.
OP: Bilingual
SC: Native American (Navajo)
PL: Unspecified
SN: EJ186962
DT: 08/29/84

AN: DR0002
TI: English Learning Centres: An Alternative.
AU: Wakefield, Pat/Yeung, Eileen.
AV: TESL Talk v9 n1 p.71-75 Win 1978.
YR: 1978
PT: Article
NT: 5 p.
GL: K-3/4-6/7-12
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: An alternative to a classroom for English as a second language
students is the English learning center. A detailed definition
and guidelines for planning learning centers are provided.
OP: Learning Centers
PL: Unspecified
SN: EJ179312
DT: 08/29/84

AN: DR0001
TI: Evaluation of an English as a Second Language Program for
Southeast Asian Students
AU: Weslander, Darrell/Stephany, Gene V.
AV: TESOL Quarterly, v17 n3 p473-80 Sep 1983
YR: 1983
PT: Article

NT: 8 p.
GL: K-3/4-6/7-12
IT: Program Evaluation
AP: Unspecified
TH: Unspecified
AB: An evaluation of a Des Moines program, in which the relationship of student background and program achievement was examined, is summarized. It was found that more instruction in English was beneficial in the first year of schooling, but had diminishing effects during the second and third years. Implications for similar programs are discussed.
SC: Asian (Southeast)/Immigrant
PL: Unspecified
SN: EJ286748
DT: 08/29/84

AN: DR0014
TI: ESEA Title VII Chinese Bilingual Program. Community School District One. Final Evaluation Report, 1979-1980.
AU: Young, John/Driscoll, Berle M.
AV: EDRS, PO 190, Arlington, VA.
YR: 1980
PT: Report
NT: 27 p.
GL: K-3/4-6/7-12
IT: Program Evaluation
AP: Unspecified
TH: Unspecified
AB: This report examines the progress and achievements of a Title VII Chinese Bilingual Program conducted in New York in 1979-1980. The bilingual program's instructional scheme is examined in terms of class organization and curriculum instruction. Materials and techniques used in various curriculum instruction. Materials and techniques used in various content areas are described in a grade by grade breakdown that covers grades 1 through 9. Content areas include: (1) English language activities; (2) Chinese reading and language arts; (3) reading; (4) mathematics; (5) activities related to culture; and (6) the use of educational and cultural resources.
OP: Bilingual
SC: Chinese
SK: Reading/Speaking/Math/Culture
PL: Unspecified
SN: ED200697
DT: 09/04/84

BIBLIOGRAPHY OF ESL INSTRUCTIONAL MATERIALS

A search of computer databases provided a total of 313 citations on the topic of ESL instructional materials and textbooks, and additional abstracts were identified by manual search. The following selection criteria were applied to the information contained in each citation or abstract:

1. Are the materials recent?

Materials published from 1978 to the present were included initially in the bibliography. As state and school district lists of approved materials are studied, some instructional materials published prior to 1978 may be included if they are found to be in current widespread use.

2. Were the materials designed for the age, grade level, and ethnic group(s) for which they are to be used?

It was not always possible to apply this criterion, either because of lack of information in the citation or because many materials in current use in public schools were originally intended for teaching English as a foreign language in other countries.

3. Do the materials meet current guidelines for non-sexist, non-stereotypic textbooks?

This criterion will be applied when the actual instructional materials are reviewed, as it is not apparent from database citations. In addition, this criterion is used by states with textbook adoption policies, so any instructional materials on these state lists can be assumed to be non-sexist and non-stereotypic.

As a result of the selection process, 89 citations on ESL instructional materials were sent to the panel of consultants for review and additional selection.

The following additional criteria were used by the consultants:

- Were the materials designed for a specific age population, or was the claim made that they could be used for all ages?
- Do the materials reflect at all what we know about second language acquisition and learning?
- Do the materials address a variety of skills or are they limited to supplementary use only?

To the citations selected by the consultants were added their suggestions of additional documents and others found by manual search in current professional journals and publications, for a total of 52 bibliographic citations. The Bibliography of ESL Instructional Materials, arranged alphabetically by author, appears on the following pages.

AN: MA0024
TI: Lau Curriculum Plan, Grades 6-12: English (Language Arts).
AU: Arnold, Andrea/Boesch, Susan/Hagan, Christine/Stoeckley, Fabiola
AV: Indochinese Materials Center, U.S. Department of Education,
Kansas City, MO.
YR: 1980
PT: Curriculum/Supplementary Material
NT: 5 components
GL: 7-12
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: Designed for use by classroom teachers, Lau facilitators, or
instructional aides, this language arts curriculum guide is part
of a project intended to develop English language vocabulary and
usage in limited-English-proficient (LEP) students sufficient
for them to be mainstreamed into regular programs of
instruction.
SK: Vocabulary/Grammar/Content
PL: Unspecified
SN: BE008558
DT: 09/05/84

AN: MA0007
TI: Tree or Three? An Elementary Production Course.
AU: Baker, Ann/Marshall, Leslie, Ill.
AV: Cambridge University Press, New York, NY
YR: 1982
PT: Audiotape/Supplementary Material/Teacher's Guide
NT: 121 p./2 cassettes
GL: K-3
IT: Information from Practice
AP: Audiolingual
TH: Unspecified
AB: This pronunciation book is intended for elementary-level
students and other beginning learners of English as a second
language. The book is divided into 46 separate sections. Each
section deals with a phonetic entity through several exercises:
listen and repeat, sentence practice, and dialogs.
Black-and-white drawings accompany the exercises, and two
cassette tapes presenting the exercises accompany the book. A
teacher's guide is also available.
SK: Speaking/Pronunciation
PL: Beginning
SN: BE013334
DT: 09/04/84

AN: MA0062
TI: IDEA Oral Language Program Kits
AU: Ballard, Wanda/Tighe, Phillis.
AV: Ballard and Tighe, Brea, CA
PT: Supplementary Material/Teacher's Guide
NT: 6 components
GL: K-3/4-6/7-12/Adult
IT: Information from Practice
AP: Unspecified
TH: Unspecified

AB: This program contains six skill areas (Vocabulary, Following Directions, Descriptive Words, Grammatical Structures, Articulation, Verbal Expression) and six levels of difficulty. Each level extends student's vocabulary, comprehension, and oral expression.

SK: Listening/Speaking/Vocabulary
PL: Beginning/Intermediate/Advanced
SN: none
DT: 09/04/84

AN: MA0035

TI: Connections: Communicative Listening and Speaking Activities (Teacher's Editor and Student Book)

AU: Boyd, John R./Boyd, Mary Ann

AV: Regents Publishing Company, New York, NY

YR: 1981

PT: Supplementary Material/Teacher's Guide

NT: 2 components

GL: 7-12/Adult

IT: Information from Practice

AP: Notional/Functional

TH: Unspecified

AB: An innovative approach to teaching listening skills to students of English as a second language (ESL). Employs one-sided telephone conversations, each focusing on a different function of discourse as well as on a different topic.

SK: Listening/Speaking
PL: Beginning/Intermediate/Advanced
SN: BE008152
DT: 09/05/84

AN: MA0001

TI: Welcome to English (Series)

AU: Chapman, John.

AV: Regents Publishing Company, Inc. New York, NY

YR: 1980

PT: Audiotape/Basal Series/Teacher's Guide/Supplementary Material

NT: 5 levels

GL: K-3/4-6

IT: Information from Practice

AP: Audiolingual

TH: Unspecified

AB: The series consists of readiness level text, textbooks 1-5, and teacher's manuals. A typical lesson would include new vocabulary, grammar, reading and writing activities, practice drills, repetition exercises, games, and common expressions. A section on teaching techniques includes discussion of methods appropriate for developing speaking, reading, and writing skills. A set of multivoiced cassettes accompanies the series and may be used in class for pronunciation and information practice.

SK: Reading/Speaking/Writing/Vocabulary/Grammar
PL: Beginning/Intermediate
SN: BE006368
DT: 08/29/84

AN: MA0029
 TI: Curriculum Guide for Teaching English as a Second Language to Italian-Speaking Students.
 AU: Chicago Board of Education, IL. Dept. of Curriculum
 AV: Chicago Board of Education, Department of Curriculum, Chicago, IL
 YR: 1978
 PT: Curriculum
 NT: 376 p.
 GL: K-3/4-6/7-12
 IT: Information from Practice
 AP: Unspecified
 TH: Unspecified
 AB: Designed to supplement the Chicago Board of Education's Curriculum for Teaching English as a Second Language (ESL), this curriculum guide provides methodology and sample lesson plans designed to develop English language skills in native speakers of Italian at the primary, intermediate, and secondary school levels and at various levels of English proficiency.
 SC: Italian
 PL: Unspecified
 SN: BE008254
 DT: 09/05/84

AN: MA0008
 TI: ESL Activities Sourcebook, Beginning Level
 AU: Chicago Board of Education, IL. Dept of Curriculum
 AV: EDRS, PO 190, Arlington VA
 YR: 1979
 PT: Teacher's guide
 NT: 127 p.
 GL: 7-12/Adult
 IT: Information from Practice
 AP: Unspecified
 TH: Unspecified
 AB: This sourcebook is a supplementary resource tool for teachers of English as a Second Language (ESL) and is appropriate for beginning level non-English-speaking learners. It contains over 60 objectives, each of which is accompanied by suggested language patterns as well as four or more learning activities. There is a cross reference index to facilitate use of the sourcebook with the "Curriculum Guide for English as a Second Language".
 PL: Beginning
 SN: ED203678
 DT: 09/04/84

AN: MA0025
 TI: Teaching the Spanish-Speaking Child: A Practical Guide.
 AU: Crandall, Jo Ann/Dias, James/Gingras, Rosario C./Harris, Tracy K.
 AV: Center for Applied Linguistics, Washington, D.C.
 YR: 1981
 PT: Teacher's Guide
 NT: 74 p.
 GL: K-3/4-6/7-12
 IT: Applied Research

AP: Grammatical
 TH: Contrastive Analysis/Error Analysis
 AB: A question-and-answer format is employed in this guide for teachers of Spanish-speaking children.
 SC: Spanish (Cuban)/Spanish (Mexican American)/Spanish (Puerto Rican)/Spanish
 SK: Vocabulary/Grammar/Pronunciation
 PL: Unspecified
 SN: BE008094
 DT: 09/05/84

AN: MA0010
 TI: Teaching ESL through Science: Third Grade Unit on Sound
 AU: Diaz, Martha/Gallegos, Brenda
 AV: EDRS, PO 190, Arlington VA
 YR: 1979
 PT: Supplementary Material/Teacher's Guide
 NT: 48 p.
 GL: K-3
 IT: Information from Practice
 AP: Unspecified
 TH: Unspecified
 AB: This guide to science instruction for third grade students of English as a second language encourages teachers to develop curriculum materials related to specific subject areas in teaching communication skills to Spanish-speaking children. A series of concepts to be imparted in the classroom is presented. For each concept, learning objectives, central activities, teaching materials, classroom procedures, and evaluation criteria are described. The concepts revolve around the phenomenon of sound.
 OP: Bilingual
 SC: Spanish
 SK: Reading/Speaking/Science
 PL: Beginning
 SN: ED197590
 DT: 09/04/84

AN: MA0066
 TI: Reach Out, Books 1-5
 AU: Donelly, Joan.
 AV: Collier-Macmillan International, New York, NY
 YR: 1982
 PT: Audiotape/Basal Series/Supplementary Material/Teacher's Guide
 NT: 5 components
 GL: K-3
 IT: Information from Practice
 AP: Unspecified
 TH: Unspecified
 AB: Elementary level basic course
 SK: Listening/Reading/Speaking/Writing/Reading Readiness
 PL: Unspecified
 DT: 09/04/84

AN: MA0064
 TI: Peabody Language Development Kits

AU: Dunn, L.
AV: American Guidance Service, Circle Pines, MN
YR: 1981
PT: Supplementary Material/Teacher's Guide
NT: 3 components
GL: K-3
IT: Information from Practice
AP: Unspecified
TH: Developmental
AB: Primary level kits to develop oral language through manipulatives and visual aids.
SK: Listening/Speaking
PL: Unspecified
DT: 09/04/84

AN: MA0016
TI: Communication Skills: A Practical View. Teacher Edition (Applied Basic Curriculum Series)
AU: Evaluation, Dissemination and Assessment Center, Dallas
AV: Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas, TX
YR: 1982
PT: Basal Series/Supplementary Material/Teacher's Guide
NT: 3 volumes
GL: 4-6/7-12
IT: Information from Practice
AP: Notional/Functional
TH: Communicative Competence
AB: This consists of three volumes with communication activities intended for the intermediate grades. Each of the three volumes of the series has three components which can be structured and combined to meet the needs of both students and teachers. This series includes components linking language arts skills with the world of work, especially (1) public service careers, (2) careers related to transportation, and (3) health-related careers. Student materials contains narratives, cartoons, games, and other projects of high interest and low readability. Exercises, worksheets, and evaluations are included along with a detailed procedure section to guide teacher in the implementation of the lesson career education.
SK: Listening/Reading/Speaking/Writing/Career Education
PL: Unspecified
SN: ED227710
DT: 09/04/84

AN: MA0028
TI: English as a Second Language: Guide for Secondary Teachers.
AU: Fairfax County Schools, Va.
AV: Fairfax County Public Schools, Annandale, VA
YR: 1981
PT: Teacher's Guide
NT: 20 p.
GL: 7-12
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: This teacher's guide provides suggestions on ways to work with

English as a second language (ESL) students at the secondary level and offers information about ESL programs.

PL: Unspecified

SN: BE010694

DT: 09/05/84

AN: MA0002

TI: Learning English as a Second Language (Series).

AU: Finkel, Lawrence S./Krawitz, Ruth/Meneses, Luis, trans./Valdes, Omar, ill.

AV: Oceana Publications, Dobbs Ferry, NY

YR: 1979

PT: Basal Series/Supplementary Material

NT: 2 levels/2 documents

GL: K-3/4-6

IT: Information from Practice

AP: Audiolingual

TH: Unspecified

AB: These bilingual English-Spanish workbooks are designed for Hispanic American children learning English as a second language in elementary school. The series emphasizes oral communication and audiolingual skills. Each page of the workbooks contains a black-and-white illustration, a stated objective, teaching suggestions, and exercises intended to stimulate verbal exchange.

SC: Spanish

SK: Listening/Speaking

PL: Beginning/Intermediate

SN: BE005973

DT: 08/29/84

AN: MA0003

TI: I Like English (Series).

AU: Gay, Kathlyn/Sintetos, Lorre Hluchan

AV: Scott Foresman, Glenview, IL

YR: 1981

PT: Audiotape/Basal Series/Supplementary Material/Teacher's Guide

NT: 6 levels/14 components

GL: K-3/4-6

IT: Information from Practice

AP: Communicative

TH: Unspecified

AB: "I Like English" is a six-level program for teaching English as second language. In book 2 the students begin to read English. In book 3, to write through systematic review and the careful introduction of additional vocabulary and structures, books 4-6 are devoted to increasing the students' mastery of the four basic language skills. New vocabulary is taught and practiced separately from new structures. Then they are combined and practiced together.

SK: Listening/Reading/Speaking/Writing/Vocabulary/Grammar

PL: Beginning/Intermediate/Advanced

SN: BE012415

DT: 08/29/84

AN: MA0017

TI: Films in the ESL Classroom
AU: Gex, Judith Coppock
AV: EDRS, PO 190, Arlington VA
YR: 1982
PT: Article/Supplementary Material
NT: 18 p.
GL: 7-12/Adult
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: Techniques for using short films for listening comprehension, reading, writing, and vocabulary skills are presented as well as lists of films recommended for use in ESL classrooms.
SK: Listening/Reading/Writing/Vocabulary
PL: Unspecified
SN: ED217693
DT: 09/04/84

AN: MA0012
TI: English as a Second Language ESL Curriculum Guide, Secondary Level
AU: Gonzalez, Barbara/Thompson, Carla
AV: EDRS, PO 190, Arlington VA
YR: 1979
PT: Curriculum
NT: 86 p.
GL: 7-12
IT: Information from Practice
AP: Humanistic
TH: Unspecified
AB: The English as a second language curriculum outlined in this guide was developed to meet the needs of non-English-speaking secondary school students in Texas. Emphasis is laid on the development of survival language skills. Two levels of instruction are presented in which the teacher is asked to coordinate activities, materials, and evaluation procedures of his/her own choice around a number of skills objectives. Objectives are classified as general, structural (covering grammar), or content/life-functioning. Supplementing the outline of objectives are a sample calendar for a year's worth of subjects to be covered, a sample weekly overview of activities, and a sample daily lesson plan.
SK: Language Functions/Grammar
PL: Beginning/Intermediate
SN: ED179103
DT: 09/04/84

AN: MA0018
TI: Ming and David at the Chinese Restaurant: Teacher's Guide and Resource Book -- Chinese.
AU: Han, Mieko S./Ige, Susan Hsieh/Okeya, Peggy/Okumoto, Rose Dong
AV: National Asian Center for Bilingual Education, Los Angeles, Calif.
YR: 1978
PT: Teacher's Guide
NT: 39 p.
GL: K-3

IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: This teacher's guide and resource book, written in English, accompanies the English and Chinese student readers. The guide provides three 30-minute lessons for a third grade social studies/ethnic heritage class.
SC: Chinese
SK: Reading/Content
PL: Unspecified
SN: BE003296
DT: 09/05/84

AN: MA0060
TI: American Start with English.
AU: Howe, D.H.
AV: Oxford University Press, New York, NY.
YR: 1983
PT: Audiotape/Basal Series/Teacher's Guide
NT: 4 Components
GL: K-3/4-6
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: Elementary level basic course.
SK: Listening/Speaking/Writing
PL: Beginning/Intermediate
DT: 08/04/84

AN: MA0081
TI: World English, Books 1-6.
AU: Jovanovich, Peter, ed./Morris, Christopher, ed.
AV: Harcourt Brace Jovanovich, New York, NY.
YR: 1982
PT: Audiotape/Basal Series/Supplementary Material/Teacher's Guide
NT: 4 Components
GL: 7-12
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: Secondary basic course.
SK: Listening/Reading/Speaking/Writing
PL: Beginning/Intermediate/Advanced
DT: 09/04/84

AN: MA0067
TI: Steps to English, Books A-B, 1-4
AU: Kernan, Doris
AV: McGraw-Hill Book Company, New York, NY
YR: 1983
PT: Audiotape/Basal Series/Supplementary Material/Teacher's Guide
NT: 6 components
GL: K-3/4-6
IT: Information from Practice
AP: Unspecified
TH: Unspecified

AB: Revised edition of elementary basic course.
SK: Listening/Reading/Speaking/Writing/Reading Readiness
PL: Beginning/Intermediate
DT: 09/04/84

AN: MA0078
TI: Odyssey: Levels 1-4.
AU: Kimbrough, V./Palmer, M./Byrne, D.
AV: Longman, New York, NY.
YR: 1984
PT: Audiotape/Basal Series/Supplementary Material/Teacher's Guide
NT: 4 Components
GL: 7-12/Adult
IT: Information from Practice
AP: Content-Based
TH: Unspecified
AB: Content-based secondary and adult basic course.
SK: Listening/Reading/Speaking/Writing/Content
PL: Beginning/Intermediate
DT: 08/04/84

AN: MA0073
TI: Everyday English, Books 1-4.
AU: Krulik, David/Zaffran, Barbara.
AV: National Textbook Company, Lincolnwood, IL.
YR: 1980
PT: Basal Series/Teacher's Guide
NT: 2 Components
GL: 7-12/Adult
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: Secondary and Adult basic course.
SK: Listening/Reading/Speaking/Writing
PL: Beginning/Intermediate
DT: 09/04/84

AN: MA0075
TI: Milk and Honey, Books 1-5.
AU: Lanzano, M.R./Bodman, J.W.
AV: Harcourt Brace Jovanovich, New York, NY.
YR: 1981
PT: Basal Series/Supplementary Material
NT: 2 Components
GL: 7-12/Adult
IT: Information from Practice
AP: Notional/Functional
TH: Unspecified
AB: Secondary and adult basic course.
SK: Listening/Reading/Speaking/Writing/Language Functions
PL: Beginning/Intermediate/Advanced
DT: 09/04/84

AN: MA0071
TI: English Across the Curriculum: Preparing for the Other Subjects

in English: Books 1-3.

AU: Maggs, M.
AV: National Textbook Company, Lincolnwood, IL.
YR: 1983
PT: Basal Series/Teacher's Guide
NT: 2 Components
GL: 7-12/Adult
IT: Information from Practice
AP: Content-Based
TH: Unspecified
AB: Content-based secondary and adult basic course.
SK: Reading/Grammar/Content/Critical Thinking/Problem Solving/Study Skills/Test Preparation
PL: Beginning/Intermediate/Advanced
DT: 09/04/84

AN: MA0065
TI: Rainbow Collection: A Natural Approach to Teaching English as a Second Language
AU: Marino, E./Martini, M./Raley, C./Terrell, T.
AV: Santillana Publishing Company, Northvale, NJ
YR: 1984
PT: Supplementary Material/Teacher's Guide
NT: 4 components
GL: K-3/4-6
IT: Applied Research
AP: Natural
TH: Input
AB: A kit of activity cards, evaluation sheets, and proficiency tests to develop oral skills at the elementary level.
SK: Listening/Speaking
PL: Beginning/Intermediate
DT: 09/04/84

AN: MA0076
TI: New Horizons in English, Books 1-6, Second Edition.
AU: Mellgren, L./Walker, M.
AV: Addison-Wesley Publishing Company, Reading, MA.
YR: 1983
PT: Audiotape/Basal Series/Supplementary Material/Teacher's Guide
NT: 6 Components
GL: 7-12/Adult
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: Secondary and Adult basic course.
SK: Listening/Reading/Speaking/Writing/Vocabulary
PL: Beginning/Intermediate/Advanced
DT: 09/04/84

AN: MA0068
TI: Yes! Young English Series, Books 1-6, New Edition
AU: Mellgren, L./Walker, Michael
AV: Addison-Wesley Publishing Company, Reading, MA
YR: 1983
PT: Audiotape/Basal Series/Software/Supplementary Material

NT: 7 components
GL: K-3/4-6
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: Elementary level basic course.
SK: Listening/Reading/Speaking/Writing/Reading Readiness
PL: Beginning/Intermediate
DT: 09/04/84

AN: MA0080
TI: Side-By-Side: Levels 1-4.
AU: Molinsky, S./Bliss, B.
AV: Prentice-Hall, Englewood Cliffs, NJ.
YR: 1983
PT: Audiotape/Basal Series/Supplementary Material/Teacher's Guide
NT: 5 Components
GL: 7-12/Adult
IT: Information from Practice
AP: Notional/Functional
TH: Unspecified
AB: Secondary and adult basic course.
SK: Listening/Reading/Speaking/Writing/Language Functions
PL: Beginning/Intermediate
DT: 09/04/84

AN: MA0036
TI: ESL Operations: Techniques for Learning While Doing
AU: Nelson, Gayle/Winters, Thomas
AV: Newbury House Publishers, Rowley, MA
YR: 1980
PT: Teacher's Guide
NT: 2 components
GL: 7-12/Adult
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: An "operation" is defined as a procedure for doing something using a natural sequence of events. The procedure can be as simple as touching one's toes or as complex as finding an apartment. No matter what the difficulty level of the procedure being learned, language is the medium that enables the student to complete the process; in turn, the process is a vehicle for learning the language.
SK: Vocabulary/Grammar/Language Functions
PL: Unspecified
SN: BE007153
DT: 09/05/84

AN: MA0069
TI: American Kernel Lessons: Beginning, Intermediate, Advanced.
AU: O'Neill, R.
AV: Longman, New York, NY
YR: 1980
PT: Audiotape/Basal Series/Supplementary Material/Teacher's Guide
NT: 5 components

GL: 7-12/Adult
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: Secondary and adult basic course.
SK: Listening/Reading/Speaking/Writing
PL: Beginning/Intermediate/Advanced
DT: 09/04/84

AN: MA0009
TI: Follow the Leader. English for Speakers of Other Languages.
Test Supplement.
AU: Oklahoma State Dept. of Education, Oklahoma City
AV: EDRS, PO 190, Arlington, VA
YR: 1982
PT: Supplementary Material/Tests/Teacher's Guide
NT: Guide & Tests
GL: K-3/4-6/7-12
IT: Information from Practice
AP: Language Experience/Audiolingual/Ethno-Pedagogical
TH: Unspecified
AB: Teaching techniques, lessons, and activities for teaching English as a second language (ESL) in Grades K through 12 are suggested. Cross-cultural suggestions, supportive ethno-pedagogical methods, and ideas for implementing the language experience approach to reading are provided within the framework of an activity-based program and an audiolingual approach to language learning. Lessons and activities are organized around monthly themes for September through May in order to facilitate cross-cultural interaction. Holiday and seasonal vocabulary items are built into the lessons. Seven selected articles provide suggestions on teaching students from other language and cultural backgrounds. They cover such topics as the English alphabet, teaching ESL reading and writing, and cultural differences which may influence learning and classroom communication. A testing supplement is presented in a separate volume.
SK: Listening/Reading/Speaking/Writing/Vocabulary/Culture
PL: Unspecified
SN: ED225390
DT: 09/04/84

AN: MA0013
TI: Teaching English Pronunciation to Koreans.
AU: Robson, Barbara
AV: EDRS, PO 190, Arlington, VA
YR: 1979
PT: Teacher's Guide
NT: 37 p.
GL: K-3/4-6/7-12/Adult
IT: Information from Practice
AP: Audiolingual
TH: Contrastive Analysis/Error Analysis
AB: This guide provides teachers of Korean children and adults with information on the problems Koreans encounter in learning to pronounce English. Principles of contrastive analysis and error analysis are used to give insight into these pronunciation

problems.

SC: Korean
SK: Speaking
PL: Beginning
SN: ED195229
DT: 09/04/84

AN: MA0004

TI: Keys to Communication: English for Spanish Speakers. Aguila Volante (Series)

AU: Rodriguez, Yolanda/Hodge, Marie/Calbaud, Gay/Thomas, Karen.

AV: National Dissemination and Assessment Center, Austion, Texas

YR: 1979

PT: Basal Series/Tests/Teacher's Guide

NT: 3 levels

GL: K-3/4-6/7-12

IT: Information from Practice

AP: Audiolingual/Sequential

TH: Unspecified

AB: This language skills text consist of a series of four levels sequenced as a continuum of language skills for the Spanish speaker of limited-English-speaking ability. Levels 1 and 2 emphasize development of oral language skills, and Levels 3 and 4 emphasize development of written language skills. Each level has a teacher text and student text. This course of study in four levels can be used for the regular English program. Since the series is sequenced in terms of language skills, use is not limited to grades 6-9 (for which it is designed) and the texts can be adapted to other grade levels. The student text contains simple instructions written in Spanish and English.

SC: Spanish

SK: Listening/Reading/Speaking/Writing/Vocabulary/Grammar

PL: Beginning/Intermediate/Advanced

SN: 14708403

DT: 09/04/84

AN: MA0063

TI: New Routes to English, Books 1-6

AU: Sampson, Gloria P.

AV: Collier-Macmillan International, New York, NY

YR: 1980

PT: Audiotape/Basal Series/Supplementary Material/Teacher's Guide

NT: 5 components

GL: 4-6/4-6/7-12/Adult

IT: Information from Practice

AP: Notional/Functional

TH: Unspecified

AB: Upper elementary, secondary, and adult basic course.

SK: Listening/Reading/Speaking/Writing/Vocabulary/Language Functions/Pronunciation

PL: Beginning/Intermediate/Advanced

DT: 09/04/84

AN: MA0051

TI: Teaching English Through Action.

AU: Segal, Bertha

AV: Berty Segal, Inc. Brea, CA
 YR: 1981
 PT: Teacher's Guide
 NT: 159 p.
 GL: K-3/4-6/7-12/
 IT: Information from Practice
 AP: Total Physical Response
 TH: Unspecified
 AB: A complete teaching guide is presented for teaching English as a second language (ESL) according to the Total Physical Response (TPR) approach. The 10 unit plans in this guide contain an overview of the vocabulary to be taught via commands, specific directions on what commands are to be presented, an oral review lesson, and grids for individual and small group record keeping. The guide is appropriate for teaching beginning and intermediate ESL on any age level.
 SK: Listening/Reading/Speaking/Writing/Vocabulary
 PL: Beginning
 SN: ED224291
 DT: 09/04/84

AN: MA0021
 TI: English Language Arts Units: Teacher's Guide.
 AU: Thompson, Jean/Perez, Carlos, ed.
 AV: National dissemination and Assessment Center, Austin, Texas
 YR: 1978
 PT: Teacher's Guide
 NT: 76 p.
 GL: 4-6
 IT: Information from Practice
 AP: Unspecified
 TH: Unspecified
 AB: This teacher's guide is designed to accompany the student's language arts unit and was developed for the bilingual multicultural upper elementary classroom, especially for the sixth grade.
 OP: Bilingual
 SC: Spanish
 PL: Unspecified
 SN: BE000111
 DT: 09/05/84

AN: MA0061
 TI: Discover English: 1-5
 AU: Thonis, Eleanor W.
 AV: Santillana Publishing Company, Northvale, NJ.
 YR: 1984
 PT: Basal Series/Teacher's Guide
 NT: Components
 GL: K-3/4-6
 IT: Information from Practice
 AP: Unspecified
 TH: Unspecified
 AB: Elementary level basic course.
 SK: Listening/Reading/Speaking/Writing/CALP
 PL: Beginning/Intermediate
 DT: 09/04/84

AN: MA0020
 TI: Talking Purposefully, Volume 1
 AU: Urzua, Carole/Hayes, Curtis W. Ed./Kessler, Carolyn, Ed.
 AV: Institute of Modern Languages, Inc., Silver Spring, MD
 YR: 1981
 PT: Teacher's Guide
 NT: 64 p.
 GL: K-3
 IT: Applied Research
 AP: Language Experience/Communicative
 TH: Communicative Competence/Discourse Analysis
 AB: This teacher's guide emphasizes the use of language in a functional context. The suggested activities are organized within James Kinneavy's framework which defines four focuses for communication: focus on self, situation, language, and the receiver of the information.
 SK: Speaking/Vocabulary/Grammar
 PL: Beginning
 SN: BE008600
 DT: 09/07/84

AN: MA0014
 TI: Guide to the Teaching of English as a Second Language in the Bilingual/Bicultural Education Programs of the Detroit Public Schools. Revised.
 AU: Valbuena, Felix Mario.
 AV: EDRS, PO 190, Arlington VA
 YR: 1978
 PT: Curriculum
 NT: 113 p.
 GL: K-3/4-6/7-12
 IT: Information from Practice
 AP: Unspecified
 TH: Unspecified
 AB: Contained in the guide are sections on pronunciation, grammar, handwriting, and the special learning problems of specific language groups. Twelve teaching units that stress skill development in listening, speaking, reading, and writing English are provided. In addition, sample lesson plans and some suggestions for teaching reading are included.
 OP: Bilingual
 SK: Listening/Reading/Speaking/Writing/Grammar
 PL: Unspecified
 SN: ED210399
 DT: 09/04/84

AN: MA0015
 TI: English as a Second Language Activities Package.
 AU: Vendrell, Shirley
 AV: EDRS, PO 190, Arlington VA
 YR: 1982
 PT: Teacher's Guide
 NT: 90 p.
 GL: K-3/4-6/7-12
 IT: Information from Practice
 AP: Audiolingual/Direct Method
 TH: Unspecified

A3: This package is designed to assist teachers in the implementation of the "ESL Lesson Guide," which has been incorporated into this document. The package provides ideas for activities that teachers can incorporate into ESL lessons with a minimum of preparation time and effort. Each of the 28 steps is to be conducted in the direct method. Each step introduces a different topic and suggests vocabulary words appropriate to the topic. Suggestions for teaching the vocabulary items are included. Five activities for each of three educational levels--primary (K-3), intermediate (4-6), and secondary (7-12)--are provided. Materials needed to carry out these suggested activities are also explained.

SK: Vocabulary
PL: Unspecified
SN: ED215563
DT: 09/04/84

AN: MA0026
TI: English as a Second Language Curriculum Guide.
AU: Waukegan Community Unit School District 60, IL.
AV: Waukegan Public Schools, Bilingual and English as a Second Language Program.
YR: 1979
PT: Curriculum/Supplementary Material
NT: 3 components
GL: K-3/4-6/7-12
IT: Information from Practice
AP: Unspecified
TH: Unspecified
A8: This curriculum guide is an organized thematic approach to teaching knowledge areas, vocabulary, and structural patterns to English as a Second Language (ESL) students at the elementary and secondary levels.
SK: Vocabulary/Grammar/Pronunciation
PL: Unspecified
SN: 8E012108
DT: 09/05/84

AN: MA0019
TI: Teacher's Handbook for English for Living: A Set of Materials Designed to Teach Coping Skills and Language Skills to Adolescents for Whom English Is..
AU: Wellman, Laurie, ed./Lotano, Colette, ed., ad./Ward, Sandra, ed., ad.
AV: New York State Education Dept., Albany, Bureau of Bilingual Education
YR: 1979
PT: Teacher's Guide
NT: 76 p.
GL: 7-12
IT: Information from Practice
AP: Unspecified
TH: Communicative Competence
A3: This guide provides techniques for teaching 21 units on survival skills in English as a second language (ESL). A brief general background of second Instruction is followed by teacher's notes for each 20 units of study

SK: Speaking
PL: Beginning
SN: 8E012052
DT: 09/05/84

AN: MA0070
TI: Bridges to English, Books 1-6.
AU: Woodford, Protase E./Kernan, Doris
AV: McGraw-hill International, New York, NY
YR: 1981
PT: Audiotape/Basal Series/Supplementary Material/Teacher's Guide
NT: 6 components
GL: 7-12/Adult
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: Secondary and adult basic course.
SK: Listening/Reading/Speaking/Writing
PL: Beginning/Intermediate/Advanced
DT: 09/04/84

AN: MA0074
TI: New InterCom, Books 1-4.
AU: Yorkey, R./Barrutia, R./Chamot, A.
AV: Heinle and Heinle Publishers, Boston, MA.
YR: 1984
PT: Audiotape/Basal Series/Supplementary Material/Teacher's Guide
NT: 4 Components
GL: 7-12/Adult
IT: Information from Practice
AP: Notional/Functional
TH: Unspecified
AB: Secondary and adult basic course.
SK: Listening/Reading/Speaking/Writing/Language Functions/
Pronunciation
PL: Beginning/Intermediate/Advanced
DT: 09/04/84

AN: MA0005
TI: English for International Communication Inter Com (Series)
AU: Yorkey, Richard C./Barrutia, Richard/Chamot, Anna Uhl/Rainey de
Dias, Isobel/Goldman, Lorraine J./Gonzalez, Joan B./Henderson,
Robert T./Ney, James
AV: Litton Educational Publishing International, New York, NY
YR: 1979
PT: Basal Series/Workbook
NT: 6 books
GL: 7-12/Adult
IT: Information from Practice
AP: Spiraling
TH: Unspecified
AB: This is a 6 book series that is based on spiraling and intended
for secondary school and adult ESL students.
SK: Listening/Reading/Speaking/Writing/Vocabulary
PL: Beginning/Intermediate/Advanced
SN: 68748403

DT: 09/04/84

AN: MA0079
TI: English for a Changing World, Levels 1-6
AV: Scott Foresman, Glenview, IL
YR: n/a
PT: Audiotape/Basal Series/Supplementary Material/Teacher's Guide
NT: 5 Components
GL: 4-6/7-12/Adult
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: Upper elementary, secondary, and adult basic course.
SK: Reading/Speaking/Grammar
PL: Intermediate/Advanced
DT: 09/04/84

AN: MA0072
TI: English Alfa, Books 1-6.
AV: Houghton Mifflin, Boston, MA.
YR: 1981
PT: Audiotape/Basal Series/Supplementary Material/Teacher's Guide
NT: 4 Components
GL: 7-12/Adult
IT: Information from Practice
AP: Unspecified
TH: Unspecified
AB: Secondary and adult basic course.
SK: Listening/Reading/Speaking/Writing
PL: Beginning/Intermediate/Advanced
DT: 09/04/84

AN: MA0082
TI: Computer Aided Language Learning (CALL): Vocabulary; Structure.
AV: Bilingual Publications and Computer Services (BIPACS), Long Beach, NY
YR: None
PT: Software
NT: For Apple II Plus
GL: K-3/4-6/7-12/Adult
IT: Information from Practice
AP: Drill and Practice
TH: Unspecified
AB: Vocabulary program practices listening, speaking, reading, and writing 320 common words topically arranged into 10 vocabulary lessons of 32 words each. Structure program presents 10 humorous dialogs in which a particular structure is used 6 to 12 times. Student then drills in role-play fashion, taking part of each speaker in dialog. Uses color graphics and digitized voice.
SK: Listening/Reading/Speaking/Writing/Vocabulary/Grammar
PL: Beginning/Intermediate
SN: MC0029
DT: 09/10/84

AN: MA0083
TI: English as a Second Language.
AV: Dorsett Educational Systems, Inc., Norman, OK
YR: None
PT: Software
NT: For Atari 400;800
GL: 7-12/Adult
IT: Information from Practice
AP: Drill and Practice
TH: Unspecified
AB: Introductory series containing 32 programs accompanied by audio narration and designed to present and reinforce structured English as a second language lessons. Largely compatible with materials of the Defense Language Institute.
SK: Grammar/Pronunciation
PL: Beginning
SN: MC0380
DT: 09/10/84

AN: MA0084
TI: English as a Second Language.
AV: Computer Curriculum Corporation (CCC), Palo Alto, CA
YR: None
PT: Software
NT: For CCC-17
GL: K-3/4-6/7-12/Adult
IT: Information from Practice
AP: Drill and Practice
TH: Unspecified
AB: Includes 500 units of course material divided into 15 strands, with material sufficient for two 25-minute sessions daily for 2 years. Audio and visual presentation of words, sentences, dialogs, and paragraphs in English; audio instructions and explanations in either Spanish and English or Mandarin Chinese and English.
SC: Spanish/Chinese
SK: Listening/Reading/Speaking/Writing/Vocabulary/Grammar
PL: Beginning/Intermediate
SN: MC0052
DT: 09/10/84

AN: MA0085
TI: Teachers' Friend.
AV: Soft Spot, Richardson, TX
YR: None
PT: Software
NT: For Apple II/Apple II Plus/Apple IIe/TRS-80 III
GL: 4-6/7-12/Adult
IT: Information from Practice
AP: Drill and Practice
TH: Unspecified
AB: Supplementary English as a second language (ESL) course consisting of 80 individual lessons designed to be used independently of one another to fit any ESL curriculum. Lessons consist of brief video-text screens on language and grammar concepts, followed by 12-item nonpunitive, self-correcting drill and practice session.

SK: Vocabulary/Grammar/Pronunciation
PL: Intermediate
SN: MC0219

BIBLIOGRAPHY OF LANGUAGE LEARNING THEORIES

A search of computer databases provided a total of 539 citations on the topic of language learning theories, both theoretical and empirical, and a manual search provided additional abstracts. The following selection criterion was applied to the information contained in each citation or abstract:

- Does the theory support one or more of the instructional approaches identified?

In some cases relationships between theory and approach were not clearly identified in the citation, and the application of the criterion was postponed pending review of the complete document.

As a result of the selection process, 116 citations on language learning theories were sent to the panel of consultants for review and additional selection.

The following additional criteria were used by the consultants:

- Is there evidence that the theory makes specific references to K-12 populations?
- In the case of multiple citations for a single theory, can some of them be deleted in order to include a wider variety of theories?
- Has the theory been or could it be empirically tested?

To the citations selected by the consultants were added their suggestions of additional documents and others found by manual search in current professional journals and publications, for a total of 76 bibliographic citations. The Bibliography of Language Learning Theories, arranged alphabetically by author, appears on the following pages.

AN: TH0027
 TI: Bilingual Brain: Neuropsychological and Neurolinguistic Aspects of Bilingualism
 AU: Albert, Martin L./Obler, Loraine K.
 AV: Academic Press, New York, NY
 YR: 1978
 PT: Book
 NT: 302 p.
 GL: K-3
 IT: Theoretical Research
 AP: Unspecified
 TH: Biological-Neurological/Transfer/Translation/Sociolinguistic/Code-Switching/Interference
 AB: The linguistic psychological, and neuropsychological approaches to the study of bilingualism are considered. Psycholinguistic phenomena such as interference, transfer, and translation are examined as are sociolinguistic phenomena like age and manner of acquisition of the second language. Neurological considerations include cerebral organization for the two language systems, potential switch mechanisms, and differential cerebral lateralization for language. Neuropsychological and neurolinguistic evidence are synthesized to conclude that language in the brain of bilingual is organized differently from that of the monolingual.
 SC: Bilingual
 PL: Unspecified
 SN: BE002398
 DT: 08/29/84

AN: TH0050
 TI: Acquisition and Use of Spanish and English as First and Second Languages
 AU: Andersen, Roger W., ed.
 AV: Teachers of English to Speakers of Other Languages (TESOL), Washington, DC
 YR: 1979
 PT: Book
 NT: 181 p.
 GL: K-3/4-6/7-12
 IT: Theoretical Research
 AP: Unspecified
 TH: Transfer/Monitor Model/Acculturation/Code-Switching/Interference
 AB: Three main subject areas divide the selections: (1) acquisition and use of English by Spanish speakers, (2) acquisition and use of Spanish by English speakers, and (3) Spanish and English in bilingual communities. The seven articles in part 1 deal with aspects such as cognate transfer, second language overgeneralization, second language research methodology, order and strategies of English acquisition by children and the effects of instruction on second language learning. The two articles in part 2 are recent reports on the Culver City Spanish immersion program, where English-speaking children learn Spanish as a second language while receiving instruction through that language. The last three articles deal with aspects of both Spanish and English in bilingual children, including monitoring, pidginization, language switching, and semantic development.
 OP: Bilingual/Immersion
 SC: Spanish/Bilingual

SK: Speaking
PL: Unspecified
SN: BE006884
DT: 09/02/84

AN: TH0002
TI: Theoretical Model of Second Language Learning.
AU: Bialystok, Ellen.
AV: Language Learning: v28 n1 p69-83 Jun 1978.
YR: 1978
PT: Article
NT: 15 p.
GL: Unspecified
IT: Theoretical Research
AP: Unspecified
TH: Unspecified
AB: Proposes a model of second language learning that accounts for discrepancies both in individual achievement and achievement in different aspects of language learning.
PL: Unspecified
SN: EJ190670
DT: 08/29/84

AN: TH0134
TI: Optimal Distance Model of Second Language Acquisition
AU: Brown, H. Douglas
AV: TESOL Quarterly, v14 n2 157-167 Jun 1980
YR: 1980
PT: Article
NT: 7 p.
GL: Unspecified
IT: Theoretical Research
AP: Unspecified
TH: Acculturation/Optimal Distance
AB: This research reviews studies in acculturation, anomie, social distance, and perceived social distance to define a socioculturally determined critical period for successful second language acquisition.
PL: Unspecified
SN: None
DT: 10/17/84

AN: TH0005
TI: Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing
AU: Canale, Michael/Swain, Merrill
AV: Applied Linguistics, v1 n1 p1-47 1980
YR: 1980
PT: Article
NT: 47 p.
GL: Unspecified
IT: Theoretical Research
AP: Communicative
TH: Nativist/Communicative Competence/Sociolinguistic
AB: Examines current principles of "communicative approaches" to second language pedagogy by determining the extent to which they

are grounded in theories of language, psycholinguistics, sociolinguistics, and other language-related disciplines. Offers guidelines along which communicative approaches to second language teaching methodologies and assessment instruments may be organized and developed.

PL: Unspecified
SN: None
DT: 08/30/84

AN: TH0102
TI: From Communication Competence to Communicative Language Pedagogy
AU: Canale, Michael
AV: In Language and Communication, Jack C. Richards and Richard W. Schmidt eds., Longman, New York, NY
YR: 1983
PT: Article
NT: 26 p.
GL: Unspecified
IT: Theoretical Research
AP: Communicative
TH: Communicative Competence
AB: Provides a theoretical framework for communicative competence and offers suggestions for communicative activities in a communicative approach.
PL: Unspecified
SN: None
DT: 09/10/84

AN: TH0016
TI: Conscious and Automatic Processes in Language Learning.
AU: Carroll, John B.
AV: Canadian Modern Language Review, v37 n3 p462-74 Mar 1981
YR: 1981
PT: Article
NT: 13 p.
GL: Unspecified
IT: Theoretical Research
AP: Unspecified
TH: Monitor Model/Cognitive
AB: Proposes theory that the learning processes of first- and second-language learners are fundamentally the same, differing only in kinds of information used by both kinds of learners and the degree of automatization attained. Suggests designing second-language learning processes to simulate those occurring in natural settings.
PL: Unspecified
SN: EJ247233
DT: 08/30/84

AN: TH0039
TI: Toward a Functional ESL Curriculum in the Elementary School
AU: Chamot, Anna Uhl.
AV: TESOL Quarterly, v17 n3 p459-71 Sep 1983.
YR: 1983
PT: Article
NT: 12 p.

GL: K-3/4-6
IT: Theoretical Research
AP: Notional/Functional
TH: Developmental
AB: A language learning model based on cognitive developmental stages is proposed, and types of ESL learning activities corresponding to the model's levels are identified. Guidelines are proposed for developing an ESL curriculum congruent with the regular elementary school curriculum, and a process for setting up a program scope and sequence is described.
PL: Unspecified
SN: EJ286747
DT: 08/30/84

AN: TH0065
TI: Applications of Second Language Policy Acquisition Research to the Bilingual Classroom
AU: Chamot, Anna Uhl
AV: National Clearinghouse for Bilingual Education, Arlington, Virginia
YR: 1981
PT: Article
NT: 8 p.
GL: K-3/4-6
IT: Theoretical Research
AP: Unspecified
TH: Interdependence/Cognitive/Language Attitude/Input
AB: Research in second language learning is reviewed and criteria for applying major research findings to the bilingual classroom are proposed. Four areas in current second language acquisition research are of great importance to language teachers: (1) comparison between first and second language learning, (2) individual differences in cognitive style and language attitudes (3) type of second language input, and (4) implications of Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) for second language learning. A second language learning model is presented comprising six cognitive levels, each dependent upon skills developed at lower levels. The first levels--knowledge, comprehension, and application--represent processes that build the BICS that are necessary for social participation in the second language; the remaining levels--analysis, and evaluation--represent the skills that depend on the development of CALP, as postulated by Cummins. Research shows that whereas LEP Children require about 2 years to reach native speaker proficiency in BICS, it takes them 5-7 years to reach a CALP level comparable to that of the native speaker.
OP: Bilingual
SC: Individual Differences/Children
SK: BICS/CALP
PL: Unspecified
SN: BE009834
DT: 09/02/84

AN: TH0139
TI: Influence of Teachers and Peers on Second Language Acquisition in Bilingual Preschool Programs

AU: Chesterfield, Ray/Chesterfield, K.B./Hayes-Latimer, K./Chavez, Regina
 AV: TESOL Quarterly, v17 n3 401-419 Sep 1983
 YR: 1983
 PT: Article
 NT: 19 p.
 GL: K-3
 IT: Applied Research
 AP: Unspecified
 TH: Discourse Analysis/Sociolinguistic/Input
 AB: The interactional patterns of 11 Spanish-speaking preschool children in two different bilingual programs were observed over the course of one year. In English majority classrooms, greater language proficiency was found for English related to the use of English with peers than with teachers.
 SK: Speaking
 PL: Unspecified
 SN: None
 DT: 10/18/84

AN: TH0119
 TI: Language Proficiency and Academic Achievement
 AU: Cummins, Jim
 AV: Issues in Language Testing Research, John Oller, ed., Newbury House, Rowley, MA
 YR: 1983
 PT: Article
 NT: 22 p.
 GL: K-3/4-6/7-12
 IT: Theoretical Research
 AP: Unspecified
 TH: Interdependence
 AB: Cummins presents a theoretical framework consisting of continua of contextual support and cognitive demands for any given task. He attempts to describe language proficiency and offers applications of this framework for language testing.
 OP: Bilingual
 SK: Listening
 PL: Unspecified
 SN: None
 DT: 10/16/84

AN: TH0144
 TI: Bilingualism and Special Education: Issues in Assessment and Pedagogy
 AU: Cummins, Jim
 AV: Multilingual Matters, Ltd., Clevedon, England
 YR: 1984
 PT: Book
 NT: 306 p.
 GL: Unspecified
 IT: Theoretical Research
 AP: Unspecified
 TH: Interdependence
 AB: Cummins argues that much special education practice with respect to bilingual students is misdirected. He makes suggestions for changing the structure of special education services for

bilingual students.
OP: Bilingual
PL: Unspecified
SN: None
DT: 10/18/84

AN: TH0071
TI: Analysis-by-Rhetoric: Reading the Text or the Reader's Own
Projections? A Reply to Edelsky et al.
AU: Cummins, Jim/Swain, Merrill.
AV: Applied Linguistics, v4 n1 p23-41 1983.
YR: 1983
PT: Article
NT: 19 p.
GL: K-3/4-6/7-12
IT: Theoretical Research
AP: Unspecified
TH: Interdependence
AB: This is a defense of the interdependence hypothesis. Cummins
shows how the hypothesis is not a deficit hypothesis.
OP: Bilingual
SK: CALP/BICS
PL: Unspecified
SN: None
DT: 09/07/84

AN: TH0022
TI: Silence and the ESL Child
AU: Day, Richard R.
AV: TESOL Quarterly, v15 n1 p35-39 Mar 1981
YR: 1981
PT: Article
NT: 5 p.
GL: K-3
IT: Theoretical Research
AP: Delayed Production
TH: Communicative Competence
AB: Five first-grade English as a Second Language children who had
been labelled nonverbal were put in a more loosely structured,
tension-free situation and were encouraged by the teacher to
talk freely under a variety of circumstances. The new
conditions aided teachers in eliciting a great deal of speech
from the students.
OP: Small Group
SC: Nonverbal
SK: Speaking
PL: Unspecified
SN: EJ244009
DT: 08/30/84

AN: TH0146
TI: Bilingualism, Cognitive Function and Language Minority Group
Membership
AU: De Avila, Edward A.
AV: Linguametrics Group, San Rafael, CA
YR: 1984

PT: Article
 NT: 23 p.
 GL: K-3/4-6
 IT: Applied Research
 AP: Descubrimiento/Finding Out
 TH: Metaset
 AB: This paper explores the relationship between childhood bilingualism and various cognitive processes such as intellectual development and cognitive style. The author refutes conclusions of prior research that suggest that the poor academic performance of language minority children is due to bilingualism or cognitive style differences. He describes research conducted with 253 second, third, and fourth graders participating in a bilingual science and math program called Finding Out/Descubrimiento, which focuses on concept learning through work in small groups which encourage student-student interaction. Results suggest that students, to the extent that they are proficient bilinguals, experience a wide range of cognitive and social advantages over other students. Implications for "methods of instruction" are discussed.
 OP: Bilingual
 SC: Spanish (Mexican American)/Lower Middle/Mixed Class
 SK: Math/Science
 SN: None
 DT: 01/02/84

AN: TH0001
 TI: Bilingualism and the Metaset
 AU: DeAvila, Edward A./Duncan, Sharon E.
 AV: NABE Journal, v3 n2 p1-20 Win 1979
 YR: 1979
 PT: Article
 NT: 21 p.
 GL: Unspecified
 IT: Theoretical Research
 AP: Unspecified
 TH: Metaset/Developmental/Learning
 AB: This paper presents findings from a number of studies in child bilingualism in terms of a theory which integrates the theoretical position of Piagetian developmental psychology with the concept of the learning set proposed by Harlow. This integrated theory, called the metaset, is offered as a new approach to explaining the effects of childhood bilingualism.
 PL: Unspecified
 SN: BE002071
 DT: 08/29/84

AN: TH0024
 TI: Language Two
 AU: Dulay, Heidi/Burt, Marina/Krashen, Stephen
 AV: Oxford University Press, New York, NY
 YR: 1982
 PT: Book
 NT: 315 p.
 GL: Unspecified
 IT: Theoretical Research
 AP: Unspecified

TH: Biological-Neurological/Monitor Model/Personality
AB: Reviews research on effects of the language environment,
personality and age, first language, and acquisition order on L2
acquisition. Offers implications for the teacher.
PL: Unspecified
DT: 08/30/84

AN: TH0045
TI: Writing in a Bilingual Program: The Relation of L1 and L2 Texts
AU: Edelsky, Carole.
AV: TESOL Quarterly, v16 n2 p211-228 Jun 1982.
YR: 1982
PT: Article
NT: 18 p.
GL: K-3
IT: Applied Research
AP: Unspecified
TH: Transfer/Code-Switching/Interference
AB: Classroom writing pieces were collected four times during the
1980-81 school year from nine children enrolled in a primary
level Spanish-English bilingual program in Phoenix, Arizona.
Various features of the writing samples were analyzed: (1) code
switching; (2) spelling inventions; (3) nonspelling conventions;
(4) structural features; (5) other content features (such as
stylistic devices, settings); and (6) raters' subjective
impressions of attributes of quality in the content. Texts
written in Spanish and English by the same children demonstrate
both similarities and differences in the written product. The
data support the conclusion that the basis of new hypotheses
helps rather than interferes with writing in another language.
OP: Bilingual
SC: Spanish/Bilingual
SK: Writing
PL: Beginning
SN: BE011515
DT: 09/02/84

AN: TH0070
TI: Semilingualism and Language Deficit
AU: Edelsky, Carole/Hudelson, Sarah/Flores, Barbara/Barkin,
Florence/Altwerger, Bess/Jilbert, Cristina
AV: Applied Linguistics, v4 n1 p1-41 1983
YR: 1983
PT: Article
NT: 42 p.
GL: K-3/4-6
IT: Theoretical Research
AP: Unspecified
TH: Interdependence
AB: Critical review of Cummins' interdependence hypothesis.
OP: Bilingual
SK: CALP/BICS
PL: Unspecified
SN: none
DT: 09/07/84

AN: TH0094
 TI: Impact of Reading on Second Language Learning
 AU: Elley, Warwick B./Mangubhai, Francis
 AV: Reading Research Quarterly v19 n1 p53-67 Oct 1983
 YR: 1983
 PT: Article
 NT: 15 p.
 GL: 4-6
 IT: Theoretical Research
 AP: Unspecified
 TH: Communicative Competence
 AB: Five critical differences between first and second language learning were identified. It was hypothesized that the effect of these differences could be eliminated by means of a reading program. Posttest results showed that pupils exposed to many stories progressed in reading and listening comprehension at twice the normal rate. After 20 months, the gains increased and spread to other language skills.
 SK: Listening/Reading
 PL: Unspecified
 SN: None
 DT: 09/07/84

AN: TH0093
 TI: Role of Reading in Bilingual Contexts
 AU: Elley, Warwick B.
 AV: In Comprehension and Teaching: Research Reviews, Guthrie, John T. (Ed.). International Reading Association, Newark, DE.
 YR: 1981
 PT: Book
 NT: 28 p.
 GL: 4-6
 IT: Applied Research
 AP: Reading-Based/Delayed Production
 TH: Transfer
 AB: Presents results of a reading based program in South Pacific. Results indicate that learners profit from a multisensory approach and high interest materials.
 OP: Bilingual
 SK: Listening/Reading/Speaking/Writing
 PL: Unspecified
 SN: None
 DT: 09/07/84

AN: TH0099
 TI: Organization of Interaction in Elementary Classrooms
 AU: Enright, D. Scott
 AV: In On TESOL '83, TESOL, Washington, DC
 YR: 1983
 PT: Article
 NT: 16 Pages
 GL: K-3/4-6
 IT: Applied Research
 AP: Unspecified
 TH: Discourse Analysis/Sociolinguistic
 AB: Suggests an alternative conceptualization of the way in which second language instruction is organized, based on two

longitudinal studies of classrooms representing forms of instruction found in bilingual education.

OP: Bilingual/Pull-out
SK: Speaking
PL: Unspecified
SN: None
DT: 09/09/84

AN: TH0072
TI: Language Minority Students and School Participation: What Kind of English Is Needed
AU: Fillmore, Lily Wong
AV: Journal of Education, v164 n2 p143-153 Spr 1982
YR: 1982
PT: Article
NT: 14 p.
GL: K-3/4-6
IT: Theoretical Research
AP: Literacy
TH: Communicative Competence
AB: Insights have been gained regarding the proficiency students must achieve in the use of language to be full participants in the classroom. Specifically, it has been found that students need both social communication skills and skills that enable them to think and to read.
SK: Listening/Reading/Speaking/Writing
PL: Unspecified
SN: BE011201
DT: 09/02/84

AN: TH0088
TI: Research on Bilingual Instruction.
AU: Fillmore, Lily Wong/Valadez, Concepcion
AV: In Handbook of Research on Teaching. M.C. Wittrock, ed., Macmillan, N.Y., in press.
YR: I/P
PT: Article
NT: 60 p.
GL: K-3/4-6/7-12
IT: Applied Research
AP: Various
TH: Various
AB: This is an overview of research in bilingual education. Sections include history of bilingual education, language use in bilingual education, cognitive, social, and affective factors.
OP: Bilingual/HILT/Immersion/Pull-out
PL: Unspecified
SN: None
DT: 09/09/84

AN: TH0150
TI: Child Second Language Development: Views from the Field on Theory and Research.
AU: Fillmore, Lily Wong/Swain, Merrill
AV: School of Education, University of California, Berkeley, CA
YR: 1984

PT: Article
NT: 28 p.
GL: K-3/4-6/7-12
IT: Theoretical Research
AP: Unspecified
TH: Cognitive/Communicative Competence/Linguistic
AB: The authors present a six component theory that includes the learner, the users of the target language, the linguistic environment, cognitive factors, linguistic factors, and socio-affective factors.
PL: Unspecified
SN: None
DT: 01/02/85

AN: TH0108
TI: Investigation of Language Classroom Processes.
AU: Gaies, Stephen J.
AV: TESOL Quarterly, v17 n2 p205-217 Jun 1983
YR: 1983
PT: Article
NT: 13 p.
GL: Unspecified
IT: Theoretical Research
AP: Unspecified
TH: Discourse Analysis/Sociolinguistic/Input/Error Analysis
AB: This article reviews research on the linguistic environment, patterns of participation, and error treatment in the classroom.
PL: Unspecified
SN: None
DT: 09/10/84

AN: TH0047
TI: Theories on First and Second Language Acquisition: Their Implications for Planning and Instruction
AU: Galang, Rosita G.
AV: In Theories of Language Acquisition: Their Application in the Bilingual Classroom, BABEL Inc. Oakland, CA
YR: 1979
PT: Article
NT: 21 p.
GL: K-3/4-6
IT: Theoretical Research
AP: Unspecified
TH: Creative Construction/Nativist/Transfer/Behaviorist/Interference/Interlanguage
AB: Trends in first and second language acquisition theories are discussed with their implications for language instruction planning. Most studies of language acquisition rest on assumptions characteristic either of empiricism/behaviorism, which views language acquisition as primarily imitation of adult speech, or of nativism/cognitivism, which maintains that the principles common to all languages are programmed thus accounting for children's ability to process linguistic data. A question frequently asked is whether the strategies employed in learning a first language parallel those in second language learning. Three positions may be held: (1) interference or the language transfer hypothesis, (2) identical processes or the creative

language construction hypothesis, and (3) interlanguage or the approximative system hypothesis. Early theories assumed that second language learning was qualitatively different from first language acquisition. Common differences in the two processes are outlined, as well as similarities found in later research.

PL: Unspecified

SN: BE005648

DT: 09/02/84

AN: TH0091

TI: Convolutions of Second Language: A Theoretical Article with a Critical Review and Some New Hypotheses Towards a Neuropsychological Model of Bilingual

AU: Galloway, Linda M.

AV: Language Learning, v31 n2 p439-464 1981

YR: 1981

PT: Article

NT: 26 p.

GL: Unspecified

IT: Theoretical Research

AP: Unspecified

TH: Biological-Neurological

AB: Studies in the neuropsychology of bilingualism and second language performance are reviewed and new hypotheses about the nature of the organization of language in the brain is proposed. Stage, manner, modality, environment and age of second language acquisition, language specific and ethnic factors, and cognitive style are discussed.

OP: Bilingual

SK: Listening/Speaking

PL: Unspecified

SN: None

DT: 09/09/84

AN: TH0046

TI: Transfer Nemesis in Bilingual Education

AU: Garcia, Eugene E./Madrid, Dennis

AV: In Theory in Bilingual Education, Bilingual Programs, Ypsilanti, MI

YR: 1980

PT: Article

NT: 27 p.

GL: K-3

IT: Theoretical Research

AP: Unspecified

TH: Developmental/Transfer/Learning/Interference

AB: The influence of one language upon another during second language acquisition is discussed in a critical review of psychological, linguistic, and developmental theories of bilingualism and language transfer. Two experiments investigated the notion that the requirements imposed on a child with respect to multilingual acquisition may lead to a general linguistic lag compared to a child whose communicative skills are centered on one distinct language. The results indicate that the developmental character of the bilingual is not significantly influenced by the simultaneous linguistic development of two languages. The implications for early

childhood education are discussed.

OP: Bilingual
SC: Spanish/Bilingual
SK: Speaking
PL: Beginning
SN: BE006904
DT: 09/02/84

AN: TH0058
TI: Cognitive and Affective Variables in Foreign Language Acquisition.
AU: Gardner, R.C.
AV: Department of the Secretary of State, Ottawa (Ontario).
YR: 1978
PT: Report
NT: 15 p.
GL: K-3/4-6/7-12
IT: Theoretical Research
AP: Communicative
TH: Cognitive/Attitude/Motivation
AB: This is a discussion on the role that cognitive and affective variables play in second language learning. The variables under consideration are: (1) intelligence; (2) language aptitude; (3) motivation; and (4) anxiety. Specifically, this report focuses on the importance of attitudinal and motivational factors in achievement. Research is reviewed which supports the contention that the attitudinal/motivational dimension, or integrative motivation, bears an important relationship to achievement in the second language as well as to behavior in the language classroom.
PL: Unspecified
SN: ED155929
DT: 09/02/84

AN: TH0117
TI: Discourse Analysis: Implications for Language Teaching With Particular Reference to Casual Conversation
AU: Gardner, Roderick
AV: Language Teaching, v17 n2 102-117 1984
YR: 1984
PT: Article
NT: 16 p.
GL: Unspecified
IT: Theoretical Research
AP: Unspecified
TH: Discourse Analysis/Sociolinguistic
AB: This paper is a summary of the major findings of discourse analysis, and is concerned in particular with the implications they have for the second language teacher.
PL: Unspecified
SN: None
DT: 10/16/84

AN: TH0042
TI: Language Transfer in Language Learning. Issues in Second Language Research.

AU: Gass, Susan M., ed./Selinker, Larry, ed.
 AV: Newbury House Publishers, Inc. Rowley, MA
 YR: 1983
 PT: Book
 NT: 388 p.
 GL: K-3/4-6
 IT: Theoretical Research
 AP: Unspecified
 TH: Biological-Neurological/Transfer/Discourse Analysis/Error
 Analysis/Interference
 AB: Essays on language transfer in language learning include:
 excerpts from "Linguistics across Cultures" (Robert Lado);
 "Language Transfer" (Larry Selinker), and "Goofing: An
 Indication of Children's Second Language Learning Strategies"
 (Heidi C. Dulay, Marina K. Burt).
 PL: Unspecified
 SN: ED239502
 DT: 09/02/83

AN: TH0056
 TI: Social Psychology of Second Language Learning: Another Point of
 View
 AU: Genesee, Fred/Rogers, Pierre/Holobow, Naomi
 AV: Language Learning, v33 n2 p209-224 1983
 YR: 1983
 PT: Article
 NT: 16 p.
 GL: Unspecified
 IT: Applied Research
 AP: Unspecified
 TH: Optimal Distance/Social/Psychological/Motivation
 AB: Motivational support for the target language group and the
 learner's own motivations for learning the language must be
 taken into account when predicting L2 achievement. It was found
 the respondent's expectations of motivational support from the
 TL group emerged as significant predictors of L2 performance.
 Concludes that social psychological models of L2 learning need
 to consider the role of intergroup factors more seriously.
 PL: Unspecified
 SN: None
 DT: 09/02/84

AN: TH0140
 TI: Second Language Acquisition and Foreign Language Teaching
 AU: Gingras, Rosario C., ed.
 AV: Center for Applied Linguistics, Washington, DC
 YR: 1978
 PT: Book
 NT: 107 p.
 GL: Unspecified
 IT: Theoretical Research
 AP: Unspecified
 TH: Monitor Model/Acculturation
 AB: This book contains two major articles by Krashen and Schumann.
 Krashen offers the Monitor Model while Schumann looks at
 socio-affective factors to account for language learning.
 SK: Listening/Speaking

PL: Unspecified
SN: None
DT: 10/18/84

AN: TH0069
TI: Utilization of Knowledge Acquired through the First Language in
Comprehending a Second Language: Narrative Comprehension by
Spanish-English Speakers
AU: Goldman, Susan R.
AV: EDRS, PO 190, Arlington, VA
YR: 1983
PT: Article
NT: 26 p.
GL: K-3/4-6
IT: Theoretical Research
AP: Unspecified
TH: Interdependence/Transfer
AB: Three issues were examined in a study of children's use of first
language knowledge in acquiring a second language: (1)
understanding of narratives, (2) the degree to which knowledge
available in the child's first language is used in understanding
second language input, and (3) the relationship between
knowledge utilization in two languages as children become
bilingual and acquire more literacy skills.
OP: Bilingual
SC: Spanish
SK: Listening/Reading/Speaking
PL: Beginning/Intermediate
SN: ED228847
DT: 09/02/84

AN: TH0138
TI: To Switch or Not to Switch: The Role of Code-Switching in the
Elementary Bilingual Classroom
AU: Gonzalez, Gustavo/Maez, Lento F.
AV: Ethnoperspectives in Bilingual Education Research, Vol.II:
Theory in Bilingual Education, Eastern Michigan University,
Ypsilanti, MI
YR: 1980
PT: Article
NT: 11 p.
GL: K-3/4-6
IT: Theoretical Research
AP: Unspecified
TH: Sociolinguistic/Code-Switching
AB: This paper examines the role of code-switching in the bilingual
classroom as a promoter/enhancer of learning.
SK: Speaking
PL: Unspecified
SN: BE006905
DT: 10/18/84

AN: TH0098
TI: Contrasts in Teachers' Language Use in a Chinese-English
Bilingual Classrom
AU: Guthrie, Larry F.

AV: In On TESOL '83, TESOL, Washington, DC
 YR: 1983
 PT: Article
 NT: 14 Pages
 GL: K-3
 IT: Applied Research
 AP: Unspecified
 TH: Communicative Competence/Discourse Analysis/Sociolinguistic
 AB: This study involved a detailed examination of the language use of two teachers of a group of Chinese-American First-graders. In the quantitative analysis, knowledge of students' first language appeared to be critically important.
 OP: Bilingual
 SC: Chinese
 SK: Reading/Speaking
 PL: Unspecified
 SN: None
 DT: 09/09/84

AN: TH0121
 TI: Cross-Language Transfer of Skills in Bilinguals Must Be Studied
 AU: Makuta, Kenji/Galambos, Sylvia
 AV: Department of Psychology, Yale University, New Haven, CT
 YR: 1984
 PT: Article
 NT: 14 p.
 GL: Unspecified
 IT: Theoretical Research
 AP: Unspecified
 TH: Transfer
 AB: The importance of research demonstrating cross-language transfer of skills in bilingual education is emphasized for advocacy, curriculum design, and theory.
 PL: Unspecified
 SN: None
 DT: 10/16/84

AN: TH0006
 TI: Personality and Second Language Learning. Language in Education Theory and Practice, No 12
 AU: Hodge, Virginia D.
 AV: Publications Department, Center for Applied Linguistics, Arlington, VA.
 YR: 1978
 PT: Article
 NT: 40 p.
 GL: Unspecified
 IT: Theoretical Research
 AP: Unspecified
 TH: Biological-Neurological/Cognitive/Communicative Competence/Intrapsychic
 AB: This annotated reading list addresses the problem of the paucity of literature dealing specifically with the relationship between personality and language learning. There is no general theoretical model that encompasses personality theory, self concept, ego development, learning theory, motivation, and body image as they relate to psycholinguistics and linguistics.

Definitions of terms and problems in developing a theoretical model are discussed, and an outline of two preliminary models, the communicative and the intrapsychic, are presented.

PL: Unspecified

SN: ED157408

DT: 08/30/84

AN: TH0092

TI: Kan Yu Ret an Rayt en Ingles: Children Become Literate in English as a Second Language

AU: Hudelson, Sarah

AV: TESOL Quarterly, v18 n2 p221-238 Jun 1984

YR: 1984

PT: Article

NT: 18 p.

GL: K-3/4-6

IT: Applied Research

AP: Reading-Based

TH: Transfer

AB: This article presents several general findings from recent research on second language reading and writing development in children. The findings suggest that ESL learners are able to read English with only limited control over the oral system of the language and that experiential and cultural background of the reader has a strong effect on reading comprehension.

OP: Bilingual

SK: Reading

PL: Beginning

SN: None

DT: 09/07/84

AN: TH0009

TI: Natural Language Learning by Design: A classroom Experiment in Social Interaction and Second Language Acquisition.

AU: Johnson, Donna, M.

AV: TESOL Quarterly; v17 n1 p55-68 Mar 1983

YR: 1983

PT: Article

NT: 14 p.

GL: K-3/4-6

IT: Applied Research

AP: Peer Teaching

TH: Unspecified

AB: Limited English speaking elementary students were provided a structured opportunity for natural language practice with their fluent peers. Limited effect on language proficiency was found. However, the discussion emphasizes the importance of using fluent students' language input, an often ignored resource in designing ESL Programs.

SK: Speaking

PL: Beginning/Intermediate

SN: EJ278160

DT: 09/02/84

AN: TH0038

TI: Cognitive Considerations for Bilingual Education: Application

of the Research by Bruner, Gagne, and Piaget
 AU: Juarez, Juan R.
 AV: Education Building, University of Colorado, Boulder, CO
 YR: 1980
 PT: Article
 NT: 33 p.
 GL: Unspecified
 IT: Theoretical Research
 AP: Unspecified
 TH: Developmental/Cognitive
 AB: The cognitive learning theories of Bruner and Gagne and the developmental psychology of Piaget play a central role in the development of curriculum models and instructional strategies to better serve the needs of bilingual or non-English-speaking children. The elements, strengths, and weaknesses of all three theoretical models are displayed in chart form.
 SC: SES/Bilingual/Individual Differences
 PL: Unspecified
 SN: BE007361
 DT: 08/30/84

AN: TH0107
 TI: Recent Language Research and Some Language Teaching Principles
 AU: Krahne, Karl J./Christison, Mary Ann
 AV: TESOL Quarterly, v17 n4 p625-649
 YR: 1983
 PT: Article
 NT: 25 p.
 GL: Unspecified
 IT: Theoretical Research
 AP: Unspecified
 TH: Discourse Analysis/Sociolinguistic/Affective
 AB: Review results of research in language acquisition, interactional analysis, pragmatics, repair, error, and social affective factors. Four teaching principles are then offered.
 PL: Unspecified
 SN: None
 DT: 09/10/84

AN: TH0019
 TI: Bilingual Education and Second Language Acquisition Theory
 AU: Krashen, Stephen D.
 AV: In Schooling and Language Minority Students: A Theoretical Framework, National Dissemination and Assessment Center, California State University, Los A
 YR: 1981
 PT: Article
 NT: 29 p.
 GL: K-3
 IT: Theoretical Research
 AP: Unspecified
 TH: Monitor Model
 AB: Current knowledge about second language acquisition is reviewed and the relative effectiveness of various instructional approaches in promoting the acquisition of English as a second language (ESL) is examined. A distinction is made between language acquisition and language learning environments: the

former leads to actual fluency while the latter leads to the development of a monitoring/editing function. The potential of ESL and bilingual education approaches, including immersion, transitional, and ideal, to meet the language and academic needs of minority students is analyzed. It is concluded that bilingual education does not retard ESL development, that comprehensible input is necessary to second language learning regardless of instructional approach, that the results of immersion programs in the United States are not encouraging, and that several bilingual education options have the potential to promote second language development if basic requirements are met.

OP: Bilingual/Immersion/Submersion
PL: Unspecified
SN: BE010549
DT: 08/30/84

AN: TH0018
TI: Second Language Acquisition and Second Language Learning
AU: Krashen, Stephen D.
AV: Pergamon Press Inc., Elmsford, NY
YR: 1981
PT: Book
NT: 151 p.
GL: Adult
IT: Theoretical Research
AP: Natural
TH: Biological-Neurological/Monitor Model/Sociolinguistic/Attitude/Acquisition Order
AB: The monitor theory of adult second language acquisition described here hypothesizes that adults have two independent systems for developing second language learning. Following a description of theory in the first chapter, subsequent chapters discuss individual variation in the use of the monitor; the relationships among language aptitude, language attitude, and second language achievement; the role of the formal and informal learning environment; research on acquisition order of morpheme structures; the role of the first language in second language acquisition; the usefulness of memorized routines and patterns in language learning; classroom applications and techniques; and the usefulness of simplified input for language acquisition.

SK: Grammar
PL: Unspecified
SN: BE011599
DT: 08/30/84

AN: TH0135
TI: Age, Rate, and Eventual Attainment in Second Language Acquisition
AU: Krashen, Stephen D./Long, Michael H./Scarcella, Robin C.
AV: TESOL Quarterly, v13 n4, 573-582 Dec 1979
YR: 1979
PT: Article
NT: 10 p.
GL: K-3/4-6/7-12/Adult
IT: Theoretical Research
AP: Unspecified

TH: Biological-Neurological/Developmental/Cognitive
AB: This paper provides evidence that adults proceed through early stages of syntactic and morphological development faster than children and that older children acquire faster than younger children.
SK: Speaking
PL: Unspecified
SN: None
DT: 10/17/84

AN: TH0141
TI: Principles and Practice in Second Language Acquisition
AU: Krashen, Stephen D.
AV: Pergamon Institute of English, New York, NY
YR: 1982
PT: Book
NT: 202 p.
GL: Unspecified
IT: Theoretical Research
AP: Natural/Suggestopedia/Total Physical Response/Audiolingual/Cognitive-Code/Grammar-Translation/Content-Based
TH: Monitor Model/Input
AB: Krashen reviews research supporting the Monitor Model and compares various teaching approaches for their communicative strengths.
PL: Unspecified
SN: BE013570
DT: 10/18/84

AN: TH0033
TI: Neurofunctional Basis of Pattern Practice
AU: Lamendella, John T.
AV: TESOL Quarterly; v13 n1 p5-19 Mar 1979
YR: 1979
PT: Article
NT: 15 p.
GL: Unspecified
IT: Theoretical Research
AP: Audiolingual
TH: Biological-Neurological/Information Processing
AB: Reexamines the question of why pattern practice fails by hypothesizing about the information processing activities that they entail.
PL: Unspecified
SN: EJ198166
DT: 08/30/84

AN: TH0110
TI: Effective Use of the Primary Language in the Classroom
AU: Legarreta-Marcada, Dorothy
AV: Schooling and Language Minority Students: A Theoretical Framework, National Dissemination and Assessment Center, California State University, LA, CA
YR: 1981
PT: Article
NT: 34 p.

4
GL: K-3/4-6
IT: Theoretical Research
AP: Unspecified
TH: Sociolinguistic
AB: This article offers evidence from recent research that effective use of the primary language in the classroom can lead to beneficial effects on school progress.
OP: Bilingual
SK: Listening/Speaking
PL: Unspecified
SN: BE010549
DT: 10/15/84

AN: TH0007
TI: On TESOL '82. Pacific Perspectives on Language Learning and Teaching. III: Conditions for Learning
AU: Lindfors, Judith
AV: Papers presented at the Annual Convention of Teachers of English to Speakers of Other Languages (16th, Honolulu, HI, May 1-6, 1982)
YR: 1983
PT: Collection of Papers
NT: 81 p.
GL: Unspecified
IT: Theoretical Research
AP: Unspecified
TH: Communicative Competence/Discourse Analysis/Sociolinguistic
AB: The five papers in this section of the TESOL volume examine the nature of language learning, characteristics of different language learners, the nature of the supportive environment for language development, and the differences which exist between first and second language patterns of interaction. The following articles are included: (1) "Exploring In and Through Language" by J. Lindfors; (2) "The Language Learner as an Individual: Implications of Research on Individual Differences for the ESL Teacher," by L. W. Fillmore; (3) "Nutritional Needs of Language Learners," by J. Schachter; (4) "A Question of Universality: Conversational Principles and Implications," by J. Devine; and (5) "Native Speaker/Non-Native Speaker Conversation in the Second Language Classroom," by M. H. Long.
SC: Individual Differences
SK: Speaking
PL: Unspecified
SN: ED228893
DT: 08/30/84

AN: TH0015
TI: Does Second Language Instruction Make Difference? A review of Research
AU: Long, Michael H.
AV: TESOL Quarterly: v17 n3 p359-82 Sep 1983
YR: 1983
PT: Article
NT: 23 Pages
GL: K-3/4-6/7-12/Adult
IT: Theoretical Research
AP: Unspecified

TH: Various

AB: A review of research finds considerable evidence that second language instruction is beneficial (1) for children as well as adults; (2) for beginning, intermediate, and advanced students; (3) on integrative as well as discrete-point tests, and (4) in acquisition-rich as well as acquisition-poor environments. Implications for theory and instruction are discussed.

PL: Beginning/Intermediate/Advanced

SN: EJ286742

DT: 08/30/84

AN: TH0064

TI: Language and Literacy Learning in Bilingual Instruction Study

AU: Mace-Matluck, Betty J./Dominguez, Domingo/Holtzman, Wayne, Jr./Hoover, Wesley/Cummins, Jim.

AV: Southwest Educational Development Lab. Austin, Tex.

YR: 1983

PT: Report

NT: 447 p./6 volumes

GL: K-3/4-6

IT: Applied Research

AP: Unspecified

TH: Interdependence

AB: As part of the research agenda mandated under title VII, Part C, of the education amendments of 1978, this study sought to provide educators and policymakers with information on bilingual instructional practices and how such practices are related to student and program outcomes. The study consisted of two strands of research: (1) descriptive studies of services delivered to three minority language groups in three regions of the country, and, (2) an investigation within one of the sites of selected student characteristics and bilingual instructional practices as they relate to English literacy skills. Data from the descriptive studies support the following and other conclusions: (1) no one model of bilingual education can serve all limited-English-proficient populations under all conditions equally well, (2) special language assistance programs are still needed for limited-English-proficient students from a variety of language groups, and (3) use of the non-English home language in the instructional program has benefits not only for minority-language groups but for society as a whole. The findings are consistent with the interdependence hypothesis.

OP: Bilingual

SC: Spanish/Asian/Native American (Navajo)

SK: Listening/Reading/Speaking

PL: Unspecified

SN: BE013668

DT: 09/02/84

AN: TH0004

TI: Second Language Learning: An Information-Processing Perspective

AU: McLaughlin, Barry/Rossman, Tammi/Mcleod, Beverly

AV: Language Learning, v33 n2 p135-158 Jun 1983.

YR: 1983

PT: Article

NT: 24 p.

GL: K-3/Adult

IT: Theoretical Research
AP: Unspecified
TH: Information Processing
AB: An information processing approach to second language learning stresses the limited processing capacity of human learners, the use of various information-handling techniques to overcome these limitations, and the integration of subskills in mastering complex skills, such as learning a second language. It is thought to involve the gradual integration of lower-level skills and their accumulation as automatic processes in long-term storage. As automaticity develops, controlled processing is bypassed and attentional limitations are overcome. Although children and adults approach language from different perspectives, two different sorts of controlled processing seem to be at work in their cognitive styles: children tend to operate through an inductive system, while adults tend to operate through a combined inductive and deductive system.
PL: Unspecified
SN: BE013511
DT: 08/29/84

AN: TH0036
TI: Second Language Acquisition in Childhood
AU: McLaughlin, Barry
AV: John Wiley and Sons, Inc., New York, NY.
YR: 1978
PT: Book
NT: 239 p.
GL: K-3/4-6/Adult
IT: Theoretical Research
AP: Unspecified
TH: Biological-Neurological/Developmental/Sociolinguistic/Code-Switching/Error Analysis/Interference
AB: Presents a comprehensive analysis of the literature on second language acquisition in childhood viewed in terms of contemporary process models. A general introduction to the topic of bilingualism in society emphasizes the functional and educational needs of an increasingly bilingual population. Six major sections are presented: first language acquisition, language acquisition of two languages in childhood, successive acquisition of two languages in childhood, second language programs in the elementary school and effects of bilingualism.
OP: Bilingual/Immersion/FLES
SC: Bilingual
PL: Unspecified
SN: BE003203
DT: 08/30/84

AN: TH0113
TI: Learning Lessons
AU: Mehan, Hugh
AV: Harvard University Press, Cambridge, MA
YR: 1979
PT: Book
NT: 227 p.
GL: K-3/4-6
IT: Theoretical Research

AP: Unspecified
TH: Communicative Competence/Discourse Analysis/Sociolinguistic
AB: This is an in-depth look at the structure of classroom lessons. Using discourse analysis, Mehan describes the communicative tasks that both teacher and student achieve at the elementary school level.
OP: Regular Classroom
SC: Homogeneous Class/Native Speaker of English
PL: Unspecified
SN: None
DT: 10/15/84

AN: TH0145
TI: Effects of L1 and L2 Instruction on the Metalinguistic Awareness of Spanish Speaking Children
AU: Merino, Rene Alberto
AV: University Microfilms International, Ann Arbor, MI
YR: 1983
PT: Dissertation
NT: 109 p.
GL: K-3/4-6
IT: Applied Research
AP: Unspecified
TH: Interdependence
AB: This dissertation tests the validity of Cummins' CALP construct by looking at the effects of L1 and L2 instruction on the development of CALP.
OP: Bilingual/English Language
SC: Spanish
SK: Listening
PL: Unspecified
SN: BE014086
DT: 10/18/84

AN: TH0130
TI: Learning Strategy Applications with Students of English as a Second Language
AU: O'Malley, J. Michael/Chamot, Anna U./Stewner-Manzanares, Gloria/Russo, Rocco P./Kupper, Lisa
AV: TESOL Quarterly, v19 n3 1985
YR: 1985
PT: Article
NT: xxx
GL: 7-12
IT: Applied Research
AP: Learning Strategy
TH: Cognitive
AB: This paper describes a study conducted in two phases. First, students and teachers were interviewed for their use of strategies in second language learning. Second, students were trained to use learning strategies on three critical academic language tasks in English: vocabulary learning, listening to a lecture, and making a brief oral presentation to other students. Results and implications for the classroom are discussed.
SK: Listening/Speaking/Writing
PL: Intermediate
SN: None

DT: 07/10/85

AN: TH0028
TI: Second Language Acquisition Research: Issues and Implications
AU: Ritchie, William C., ed.
AV: Academic Press, Inc., 111 Fifth Avenue, New York, NY
YR: 1978
PT: Book
NT: 221 p.
GL: K-3/Adult
IT: Theoretical Research
AP: Unspecified
TH: Biological-Neurological/Monitor Model/Discourse Analysis
AB: This volume brings together work in neurolinguistics, discourse analysis, the monitor model and delayed production.
SK: Listening/Speaking
PL: Unspecified
SN: BE002598
DT: 08/30/84

AN: TH0013
TI: Model for Second Language Learning.
AU: Sampson, Gloria Paulik.
AV: Canadian Modern Language Review, v34 n3 p442-5. Feb 78.
YR: 1978
PT: Article
NT: 4 p.
GL: K-3
IT: Theoretical Research
AP: Unspecified
TH: Creative Construction/Interlanguage/Approximate System
AB: A comparison of three models of language learning: the Creative Construction Hypothesis, the Interlanguage Hypothesis and the Approximate Systems Model. Evidence is provided to support the hypothesis that the third model which incorporates both functional and linguistic analysis describes second language learning and explains why learners progress as they do.
PL: Unspecified
SN: EJ183533
DT: 08/30/84

AN: TH0073
TI: What Really Matters in Second Language Learning for Academic Achievement?
AU: Saville-Troike, Muriel
AV: TESOL Quarterly, v18 n2 p 199-219 Jun 1984
YR: 1984
PT: Article
NT: 21 p.
GL: K-3/4-6
IT: Applied Research
AP: Unspecified
TH: Interdependence
AB: This study examines the relationship between academic achievement and second language acquisition among nineteen children enrolled in a middle class elementary school in the

U.S. Concludes that vocabulary is the single most important area of second language competence when learning content through that language. The use of L 1 enhances conceptual development.

SC: SES
SK: Reading/Speaking/Vocabulary
PL: Unspecified
SN: None
DT: 09/07/84

AN: TH0090
TI: Input, Negotiation, and Age Differences in Second Language Acquisition
AU: Scarcella, Robin C./Higa, Corrine
AV: Language Learning, v31 n2 p409-437 1981
YR: 1981
PT: Article
NT: 29 p.
GL: K-3/4-6/7-12
IT: Theoretical Research
AP: Unspecified
TH: Input/Communicative Competence/Discourse Analysis/Sociolinguistic
AB: This paper examines input and negotiation in child and adolescent second language acquisition. Two hypotheses are tested: that adult native speakers provide more simplified input to younger learners than to older learners, and that older learners use more conversational negotiation devices and techniques than younger learners.
SC: Spanish/Age
SK: Listening/Speaking
PL: Beginning
SN: None
DT: 09/09/84

AN: TH0112
TI: English Foreigner Talk in Content Classrooms
AU: Schinke, Linda Anne
AV: Dissertation for Northwestern University, Evanston, IL
YR: 1981
PT: Dissertation
NT: 123 p.
GL: 4-6
IT: Applied Research
AP: Unspecified
TH: Input
AB: This two phase study characterizes the language environment encountered by limited English proficient students in all-English content classes.
SK: Listening/Speaking/Content
PL: Unspecified
SN: None
DT: 10/15/84

AN: TH0021
TI: Modified Stage Hypothesis: Some Possible Implications.
AU: Schneiderman, Eta I.

AV: Language Learning, v33 n3 p333-41 Sep 1983
 YR: 1983
 PT: Article
 NT: 8 p.
 GL: Unspecified
 IT: Theoretical Research
 AP: Unspecified
 TH: Biological-Neurological/Monitor Model
 AB: The modified stage hypothesis, which predicts the balance of right v. left hemisphere involvement in learning or acquisition of languages, is examined and an apparent contradiction is found between conclusions from experimental findings supporting the hypothesis and Krashen's Monitor Theory underlying it.
 PL: Unspecified
 SN: EJ288281
 DT: 08/30/84

AN: TH0120
 TI: Acculturation Model: The Evidence
 AU: Schumann, John J.
 AV: Symposium on Current Approaches to Second Language Acquisition, University of Wisconsin-Milwaukee, March 29-31, 1984
 YR: 1984
 PT: Article
 NT: 25 p.
 GL: Adult
 IT: Theoretical Research
 AP: Unspecified
 TH: Acculturation
 AB: Schumann presents a model of second language acquisition based on the social psychology of acculturation. He proposes that any learner can be placed on a continuum that ranges from social and psychological distance to social and psychological proximity with speakers of the target language, and that the learner will acquire the language only to the degree that he acculturates.
 SK: Listening/Speaking
 PL: Unspecified
 SN: None
 DT: 10/16/84

AN: TH0011
 TI: Updating the Interlanguage Hypothesis.
 AU: Selinker, Larry/Lamendella, John T.
 AV: Studies in Second Language Acquisition, v3 n2 p201-20 Spr 1981.
 YR: 1981
 PT: Article
 NT: 20 p.
 GL: K-3
 IT: Theoretical Research
 AP: Unspecified
 TH: Biological-Neurological/Developmental/Interlanguage
 AB: Presents data on the past and present state of research on the interlanguage hypothesis, with specific attention to its extension to language acquisition--a macrobehavioral approach and a neurofunctional approach. Finally, problems for the interlanguage hypothesis are discussed.
 PL: Unspecified

SN: EJ247275
DT: 08/30/84

AN: TH0151
TI: Current State of IL Studies: An Attempted Critical Summary
AU: Selinker, Larry
AV: In Interlanguage, A. Davies, C. Cramer, and A.P.R. Howatt (eds.),
Edinburgh University Press, Edinburgh, Scotland.
YR: 1984
PT: Article
NT: 24 p.
GL: Unspecified
IT: Theoretical Research
AP: Unspecified
TH: Transfer/Discourse Analysis/Sociolinguistic/Contrastive
Analysis/Interference/Interlanguage
AB: The author summarizes the state of IL studies past and present.
He examines the major tenets of the theory, indicating
discrepancies of past research and ways to improve in future
research.
SC: Unspecified
SK: Listening/Reading/Speaking/Writing
PL: Unspecified
DT: 02/13/85

AN: TH0025
TI: Examination of the Importance of Focus on Form
AU: Shuldsberg, H. Kelly
AV: TESOL Papers, Department of English, University of Wyoming,
Laramie, WY
YR: 1981
PT: Article
NT: 7 p.
GL: Adult
IT: Theoretical Research
AP: Unspecified
TH: Monitor Model
AB: The hypothesis that acquisition is separate from learning has
given rise to the Monitor Model, which states that not only are
acquisition and learning separate and distinct, but they may
interact, with learning serving as monitor for
acquisition-governed production. In order to determine whether
extreme focus on form is necessary for the monitor to function,
oral interviews were held with students studying English as a
second language at the university level. Results supported the
prediction that more monitoring will occur with strong focus on
form. However, a significant degree of monitoring does occur
with low focus on form, though not as great as with strong focus
on form. Furthermore, time contributes more to monitoring than
does strong focus on form. It is suggested that if monitoring
significantly affects production, it can do so without there
being a strong focus on form.
SC: University Level
PL: Unspecified
SN: BE008677
DT: 08/30/84

AN: TH0051
TI: Strategies, Language Transfer and the Simulation of the Second Language Learner's Mental Operations.
AU: Smith, Mike Sharwood.
AV: Language Learning, v29 n2 p345-361 Dec 1979
YR: 1979
PT: Article
NT: 17 p.
GL: Unspecified
IT: Theoretical Research
AP: Audiolingual
TH: Transfer/Cybernetics/Behaviorist/Cognitive
AB: Language transfer, the transfer of knowledge (positive or negative) from native language to target language, and various methods of investigating it are discussed. Two theories accounting for language transfer are behaviorist/audiolingual theory and the theory set forth by Jordens and Kellerman. Behaviorists see transfer as an automatic process in which negative effects can only be overcome by the acquisition of new, stronger habits. The cognitivist stance of Jordens and Kellerman, however, allows for hypotheses about underlying mental processes relating to human behavior. Computer models can be an effective means of studying language transfer. Such models are equipped to discover the type of knowledge required for a given behavior, and the number of steps involved in putting that knowledge into use. The cybernetic approach, as used in artificial intelligence studies, can illuminate questions about second language performance and acquisition. Artificial intelligence techniques explain second language behavior as involving basic, hierarchically organized mental operations.
PL: Unspecified
SN: BE005582
DT: 09/02/84

AN: TH0085
TI: School-Age Second Language Learners' Access to Simplified Linguistic Input
AU: Snow, Catherine E./Hoefnagel-Hohle, Mirian
AV: Language Learning, v32 n2 p411-430 1983
YR: 1982
PT: Article
NT: 20 p.
GL: K-3/4-6/7-12
IT: Theoretical Research
AP: Unspecified
TH: Input
AB: The speech addressed to English-speaking children aged 3 to 18 by their Dutch classmates and teachers was analyzed. This speech was found to be simpler than speech addressed to native speakers of the same age, and was not characterized by mistakes or distortions.
OP: Immersion
SC: Native Speaker of English
SK: Listening/Speaking
PL: Beginning/Intermediate
SN: None
DT: 09/09/84

AN: TH0142
TI: What Matters? The Relative Impact of Language Background and Socioeconomic Status on Reading Achievement
AU: So, Alvin G./Chan, Kenyon S.
AV: NABE Journal, v8 n3 27-41 1984
YR: 1984
PT: Article
NT: 14 p.
GL: 7-12/Adult
IT: Theoretical Research
AP: Unspecified
TH: Socioeconomic
AB: Analyzing the relationship among language, background, socioeconomic status, and ethnicity, the researchers found that these factors accounted for half of the variance found in reading achievement in the "High School and Beyond" data set.
OP: Bilingual
SK: Reading
PL: Unspecified
SN: BE014510
DT: 10/18/84

AN: TH0152
TI: Social Styles and the Second Language Acquisition of Spanish-Speaking Kindergartners
AU: Strong, Michael
AV: TESOL Quarterly, Vol. 17, No. 2, June 1983.
YR: 1983
PT: Article
NT: 17 Pages
GL: K-3
IT: Theoretical Research
AP: Unspecified
TH: Communicative Competence
AB: The author measured natural communicative language in order to assess the relationship between 7 personality factors and second language acquisition. Faster learners were found to be more talkative, responsive and gregarious than slower learners.
OP: Bilingual
SC: Spanish/Mixed Class/0 Years Schooling in L1
SK: Speaking
PL: Beginning
DT: 02/19/85

AN: TH0116
TI: Student Functional Proficiency: Toward Specifying a Practitioners' Operation Model
AU: Tikunoff, William J.
AV: Center for Interactive Research and Development, San Francisco CA
YR: 1984
PT: Article
NT: 28 p.
GL: Unspecified
IT: Theoretical Research
AP: Unspecified
TH: Interdependence

AB: This article offers a framework to describe student functional proficiency. Cognitive and sociolinguistic factors are discussed and a model involving interactional, academic, and participative competence is described.

OP: Bilingual
PL: Unspecified
SN: None
DT: 10/15/84

AN: TH0097
TI: Monitor Model and Neurofunctional Theory: An Integrated View
AU: Tollefson, James W./Jacobs, Bob/Selipsky, Elaine J.
AV: Studies in Second Language Acquisition, v6 n1 p1-16 Fall 1983
YR: 1983
PT: Article
NT: 17 p.
GL: Unspecified
IT: Theoretical Research
AP: Unspecified
TH: Biological-Neurological/Monitor Model
AB: It is argued that the Neurofunctional Theory and Monitor Model provide complementary accounts of different components of the SLA process with the Monitor Model employing the acquisition learning distinction in an analysis of input and performance, and Neurofunctional Theory using the distinction to describe the formation of linguistic knowledge.
PL: Unspecified
SN: None
DT: 09/07/84

AN: TH0096
TI: Language Learning Environment for All Children
AU: Urzua, Carole
AV: Language Arts, v57 n1 p38-44 Jan 1980
YR: 1980
PT: Article
NT: 7 p.
GL: K-3/4-6
IT: Theoretical Research
AP: Unspecified
TH: Communicative Competence/Discourse Analysis/Sociolinguistic/Psychological
AB: Since all children have similar expectations and insights for what language is and does, and for what other persons do within the language learning process, language arts environments should be the same for all children.
OP: Pull-out
PL: Unspecified
SN: None
DT: 09/07/84

AN: TH0100
TI: Conversations of Miguel and Maria: How Children Learn a Second Language
AU: Ventriglia, Linda
AV: Addison-Wesley, Rowley, MA

YR: 1982
PT: Book
NT: 182 p.
GL: K-3/4-6
IT: Theoretical Research
AP: Unspecified
TH: Communicative Competence/Discourse Analysis/Sociolinguistic
AB: Explores the ways in which children use language to hypothesize about second language learning of children.
OP: Bilingual
PL: Unspecified
SN: None
DT: 09/10/84

AN: TH0143
TI: Applying Recent Research to ESL in the Bilingual Classroom.
AU: Walker de Felix, Judith
AV: NABE Journal, v8 n3 67-76 1984
YR: 1984
PT: Article
NT: 10 p.
GL: Unspecified
IT: Theoretical Research
AP: Notional/Functional/Sampson's Language Arts Approach
TH: Interdependence
AB: This article proposes an approach based on the notional/functional syllabus and on Sampson's Language Arts Approach.
OP: Bilingual
PL: Unspecified
SN: BE014513
DT: 10/18/84